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The process of change experienced by pre-service and in-service secondary social studies teachers in an online content area reading course

Aimee L. Alexander-Shea
University of South Florida

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The Process of Change Experienced by Pre-Service and In-Service Social Studies

Teachers in an Online Content Area Reading Course

by

Aimee L Alexander-Shea

A dissertation submitted in partial fulfillment
of the requirements for the degree of
Doctor of Philosophy
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Major Professor: J. Howard Johnston, Ph.D.
Bárbara C. Cruz, Ed.D.
James King, Ed.D.
Jeffrey Kromrey, Ph.D.

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DEDICATION

This is dedicated to my wonderful children. You inspire me in so many ways. I am amazed at how much you have grown over the years and how much you change from day to day. Christian, I love our playful walks on Bayshore before I drop you off at school and I'm glad you are still not too big to hug and kiss me. Sydney, when we sit and chat about life it allows me to see the world from a child's perspective, which is a view we all need sometimes. The time I spend with each of you refreshes my spirit. Thank you, Christian and Sydney, for giving me a reason to complete this. I hope that you will see what you can do when you dedicate your mind and your heart to something. I hope that I inspire you to chase all of your dreams. I love you! Love, Mommy

NOTE TO READER

The original of this document contains color that is necessary for understanding the data.

The original dissertation is on file with the USF library in Tampa, Florida.

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THE PROCESS OF CHANGE EXPERIENCED BY PRE-SERVICE AND IN-SERVICE SECONDARY SOCIAL STUDIES TEACHERS IN AN ONLINE, CONTENT AREA READING COURSE

Aimee L Alexander-Shea

ABSTRACT

With the passing of the No Child Left Behind Act of 2001 and subsequent high-stakes tests, including the Florida Comprehensive Assessment Test (FCAT), literacy has become top priority in the field of education (Florida Department of Education [FDOE], no date a; NCLB, 2002). Though social studies was not mentioned in NCLB, nor is it tested by the FCAT, social studies teachers are expected to teach literacy skills in their classrooms. Social studies teachers' accountability for literacy enhancement is evidenced by the fact that some states, including Florida, now require social studies teachers to complete a course in reading integration to qualify for teaching certification in that state (Stilwell, 1999).

Integrating reading into the content areas is commonly referred to as content area reading. By using content area reading, social studies teachers implement teaching strategies, methods, and techniques that foster their students' comprehension of the texts and other materials used in their course (Alvermann & Phelps, 2002; Billmeyer & Barton, 2002; Tovani, 2000). Though there are many benefits to content area reading,

social studies teachers have resisted implementing content area reading for decades (Carnine, 2000; Daisey & Shroyer, 1993; Jacobs & Wade, 1981; Moore, 1983; Nourie & Lenski, 1998; Ratekin, Simpson, Alvermann, & Dishner, 1985; Richardson, Anders, Tidwell, & Lloyd, 1991; Stewart & O'Brien, 1989; Vaughan, 1977). Furthermore, research suggests that content area reading courses are often associated with heightened resistance to implementing content area reading (Nourie & Lenski, 1998; Stewart & O'Brien, 1989).

In order for a content area reading course to impact the classroom practices social studies teacher in the intended ways, the course instructor must be sensitive to the process of change that the student is engaged in and recognize the causes of resistance to change. The Concerns-Based Adoption Model (CBAM) is a framework that provides tools by which the process of change and resistance to change can be evaluated and better understood.

This study was designed to examine the characteristics surrounding the process of change as social studies teachers learned about and implemented content area reading into the social studies curriculum.

CHAPTER 1

INTRODUCTION

Statement of the Problem

Textbooks are the main source of information used in the social studies

classroom. It is estimated that the textbook is relied upon for 85-95% of the social studies

curriculum (Jones, 1998). However, as many middle and high school teachers complain

(Billmeyer & Barton, 2002), and research clearly indicates (Billmeyer & Barton, 2002;

Vacca, 2002), a large number of secondary students struggle with comprehension as they

read their textbooks, as well as other resources that inform the field. Integrating content

area reading into the social studies curriculum is an approach that has been demonstrated

to help students improve their comprehension of social studies content (Santa, Havens, &

Maycumber, 1996). One problem is that in spite of the research supporting content area

reading, teachers commonly resist integrating reading into their curriculum (Daisey &

Shroyer, 1993; Jacobs, 2002; Ratekin, Simpson, Alvermann, & Dishner, 1985; Stewart,

1990; Stewart & O'Brien, 1989). Additionally, Colleges of Education have been blamed,

in part, for the perpetuation of resistance for various reasons (Daisey & Shroyer, 1993;

Jacobs, 2002; Ratekin et al., 1985; Stewart, 1990; Stewart & O'Brien, 1989), one of

which is that professors not only resist teaching reading integration with their discipline,

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but they typically model traditional teaching methods in their courses (Daisey & Shroyer, 1993; Nourie & Lenski, 1998; Stewart, 1990). For this reason, teacher education programs have been charged with a partial responsibility to counter resistance to content area reading by focusing on their students' preconceived beliefs and attitudes about content area reading as related to their field, and to model and teach practical means of integration that can be used in a classroom (Chant, 2002; Daisey & Shroyer, 1993; Moore, 1983; Nourie & Lenski, 1998; Richardson, Anders, Tidwell, & Lloyd, 1991; Wallhausen, 1990). Not only is it heavily recommended in research that Colleges of Education alter their programs so as to model the integration of content area reading into the curriculum, but many states have also included a required course in content reading as a component of teacher certification (Stilwell, 1999).

Unfortunately, resistance by faculty and students may be exacerbated by these courses (Nourie & Lenski, 1998; Stewart & O'Brien, 1989). One problem is that faculty may not have the background in content area reading that would be required to teach the course. The result is that most courses of this type do not follow the principles of content area reading, such as activation of prior knowledge, vocabulary development, and reflection activities. Since these courses often model principles that are contrary to those principles that guide reading integration into the content areas, teaching students are left with a flawed knowledge of what content area reading is and how it can be effectively used in their classrooms.

In Florida, a content area reading course for secondary social studies teachers is a requirement for certification. Yet, there is no clear evidence suggesting that a course of

this nature increases the integration of content area reading into the social studies. And, in fact, research suggests that content area reading courses actually exacerbate resistance among teaching students who participate in these courses (Nourie & Lenski, 1998; Stewart & O'Brien, 1989). Therefore, the second problem is that the very course designed to increase the integration of reading into the social studies may actually be doing just the opposite.

Theoretical Underpinnings

This study examined the process of change that pre-service and in-service social studies teachers who were enrolled in an online content area reading course underwent as they learned the concepts of content area reading and attempted to apply them in their classrooms. Therefore, the theoretical basis for this study is change and teacher resistance to change.

Theories about the nature of change and reasons for resistance abound. Innovations are the vehicles of social change. As an innovation is considered for adoption, the change process begins (Rogers, 1962). A decision is then made about whether or not to implement the innovation. There are various aspects of change that have an impact on the decision of whether an innovation should be adopted and subsequently implemented. The characteristics of the innovation that is being considered for adoption will influence the decision to adopt and the rate of speed at which adoption will occur. Perceptions about the advantages the innovation has, complexity of the innovation, the compatibility of the innovation and the potential user's values and beliefs,

the ability to try the innovation on a temporary basis, and the visibility of the results all affect the likeliness of adoption (Rogers, 1962).

The characteristics of the adopter are also influential in the adoption process. Adopters can be categorized based on the speed with which they implement a new innovation. Traits of the individuals that fall within each category provide a large degree of insight as to why an innovation is accepted or rejected, the rate at which adoption occurs, and the reasons for resistance within this process (Rogers, 1962).

The concerns that adopters have about implementing an innovation are also a key factor in the change process. There is a range of concerns about an innovation that includes the need to: obtain more information about the innovation, learn how the innovation will affect the user, know how the innovation can best be managed, and determine how the best outcomes for the students involved can be obtained (Hord, Rutherford, Huling-Austin, & Hall, 1998).

Concerns that an adopter has must be addressed as implementation occurs. This is often done with the help of a change facilitator. A change facilitator is a person who supports others as they adapt a new innovation. This person must first present the innovation in a way that influences the potential adopters' perceptions of the innovation in a positive manner. Then, the change facilitator must respond to concerns the adopter has as the decision to implement or the actual implementation of the innovation occurs. The change facilitator is a critical component for change to occur because they provide support that addresses the users' needs at the point at which they are functioning (Clarke, 2003; Fullan, 1993; Hord et al., 1997; Nelson, 1991).

Adopters tend to adapt innovations in ways that suit their needs. This is another factor in the process of change. Innovation configurations refer to variations of patterns of implementation. Innovation configurations help the change facilitator determine which components are being used and how. This information can be useful in deciding the types of training and support that are necessary (Hord et al., 1997). A description of the adopter's actual physical behaviors as implementation of an innovation occurs can be invaluable to the change facilitator. This would describe the level of use at which the adopter is functioning. Information about the level of use can be coupled with information regarding stages of concern to gain a greater understanding of where in the process of change an adopter falls (Hord et al., 1997).

Rationale and Purpose

Many factors have led to reading becoming the focal point of education. For example, the *No Child Left Behind Act of 2001* (NCLB) set up nation-wide accountability standards for reading. Though other subject areas are mentioned, reading is considered a "pillar" of the program (NCLB, 2002). NCLB has resulted in many states adding a content area reading course as a requirement for teacher certification. Also in response to NCLB, statewide high-stakes tests have been put in place in every state. In Florida, the Florida Comprehensive Assessment Test (FCAT) serves this purpose. Students' academic progress is evaluated based on this test, and outcomes result in sanctions for poor performing schools and rewards for high performing schools. Consequently, teachers— especially those who teach social studies—are pressured into integrating reading into all content areas not only by administrators, but also by the state (Manzo, 2008).

Although there are many pressures to integrate reading into the social studies classroom, there are few incentives for social studies teachers to do so. Social studies is not considered a core subject area. In fact, social studies is not even included in NCLB, nor is it tested by the FCAT. Therefore, social studies teachers often do not reap the benefits for adequate performance on high-stakes measures as other subject area teachers do. Yet, social studies teachers are still expected to integrate reading into their curriculum. Furthermore, social studies teachers are expected to participate in content area reading courses mandated by the state, even though studies indicate that these courses might exacerbate the problem (Nourie & Lenski, 1998; Stewart & O'Brien, 1989).

The purpose of this study is to examine the process of change that participants experience as they complete an online content area reading course that is based on the principles of content area reading, and subsequently attempt to apply these concepts to a secondary social studies classroom. The rationale for this study is that since there is a push to require all social studies education majors to take a course in content area reading, it must be determined how content area reading is perceived by those completing the course and whether an online course is the best delivery for such a course. Furthermore, exploration of the concerns teaching students have as they learn the content can inform the field of Social Studies Education so that appropriate types of support can be offered throughout the course and beyond, which may result in a reduction in resistance to content area reading. Finally, an examination of whether and how current social studies teachers who have successfully completed the content area reading course

implement content reading in their classrooms can be used to determine how these professionals view their practice after completing such a course.

Research Questions

Both quantitative and qualitative methods were used in this study. Three quantitative questions were examined.

1. **To what extent do the attitudes of pre-service and in-service social studies teachers enrolled in an online content area reading course change toward content area reading between entry and exit of the course?**

   - The null hypothesis was that there would be no change in participants' attitudes toward content area reading between entry and exit of the online content area reading course.

   - The directional hypothesis was that there would be a significant, negative change in the participants' attitudes toward content area reading between entry and exit of the online content area reading course. This is because teaching students reportedly often have continuing misconceptions about and are frustrated when using content area reading, even after successfully completing a course in it (Daisey & Shroyer, 1993; Richardson et al., 1991).

2. **Is there a correlation between the perceptions pre-service and in-service social studies teachers have toward taking a course in an online mediated environment and their attitudes toward content area reading?**

- The null hypothesis was that there is no correlation between the perception of the online course and the attitudes pre-service and in-service social studies teachers have toward content reading.

- The directional hypothesis was that there is a significant, positive correlation between the perceptions of an online mediated course and the attitudes pre-service and in-service social studies teachers have toward content area reading. Pascarella, Whitt, Nora, Edison, Hagedorn, and Terenzini (1996) found a positive relationship between satisfaction with course instruction and success beyond the course. Yellen (1997-1998) also found the converse to be true: when a distance learner is frustrated with course delivery, a negative attitude toward the course content is more likely.

3. **Is there a correlation between the levels of use of content area reading for in-service social studies teachers who have successfully completed an online content area reading course and their self-reported attitudes toward content area reading upon exiting the course?**

- The null hypothesis that was tested that there is no correlation between the levels of use of content area reading for in-service social studies teachers who have successfully completed an online content area reading course and their self-reported attitudes toward content area reading upon exiting the course.

- The directional hypothesis was that there is a significant, positive correlation between the levels of use of content area reading for in-service social studies teachers who have successfully completed an online content area reading

course and their self-reported attitudes toward content area reading upon
exiting the course. This is because attitudes and beliefs often translate into
instructional practice (Epstien, 1980; Ross, Cornett, & McCutheon, 1992;
Vaughan, 1977).

4. **What characterizes the process of change as pre-service and in-service social studies teachers learn about, and in-service social studies teachers implement, content area reading into their curriculum?**

- The fourth question was qualitative. More specifically, the researcher explored these four questions:

    a) **What concerns do pre-service and in-service social studies teachers have as they learn about content reading?**

    b) **At what level of use do in-service social studies teachers who previously took an online content area reading course integrate reading into their curriculum?**

    c) **What are some variations of use employed by in-service social studies teachers who previously took an online content area reading course when content area reading is implemented?**

    d) **How do in-service social studies teachers understand their practice after they have completed an online content area reading course?**

Research Design

This is a mixed method study that uses a sequential experimental design. Both quantitative and qualitative data were collected to develop a deep understanding of the process of change teachers who are enrolled in and have successfully completed a content area reading course undergo. Furthermore, a pre-experimental design was chosen because there was no randomization of subjects. Subjects were not compared to a control group because all participants were enrolled in and successfully completed the content area reading course.

Sampling Procedures

This study drew upon two populations. The target populations for this study consisted of undergraduate and graduate students who were seeking a degree in secondary social studies education, and educators currently teaching in a secondary social studies classroom. The participants in this study were undergraduate and graduate students at a large metropolitan university located in the southeastern United States. Participants included in the study were enrolled in an online content area reading course that is required for certification as a secondary social studies teacher in Florida. Responses to surveys provided insight into participants' attitudes toward content area reading at the beginning and end of the course, as well as perceptions of participating in an online course. Practicing teachers who participated in the interviews must have successfully completed the online content area reading course. This study used a sample of convenience (Kemper, Stringfield, & Teddlie, 2003).

Data Collection

At the beginning and end of each semester, participants were asked to complete an attitudinal survey. The first survey contained statements about the perceptions and beliefs each participant held toward content area reading. The second survey included the same statements as the first, as well as statements about their perceptions of the online-mediated course they were enrolled in. Participants also completed an open-ended statement that expressed the stages of concern each participant experienced as he or she completed the course. Open-ended Statements of Concern were completed before the grades for the course were posted.

Finally, actively teaching participants who had successfully completed the course were asked to participate in an interview. Nine participants were interviewed, but one could not be included because the duties of the position held by this participant were outside of the scope of this study. Responses to interview questions were used to determine each participant's level of use of content area reading and variations in implementing the critical components of content area reading in the classroom.

Analysis of Data

The pre and post data collected from the attitudinal survey was analyzed using various statistical measures. The level of significance used in this analysis was .05. These results were used to answer the first question; "To what extent do the attitudes of pre-service and in-service social studies teachers enrolled in an online content area reading course change toward content area reading between entry and exit of the course?"

The data collected from the post-survey measuring students' perceptions of the online course was correlated with the data collected by the attitudinal survey using a Pearson Product-Moment Correlation. The results were used to determine if there is a correlation between how participants perceived the course and their attitudes toward content reading. This answered the second question; "Is there a correlation between the perceptions pre-service and in-service social studies teachers have toward taking a course in an online mediated environment and their attitudes toward content area reading?"

To answer the third question; "Is there a correlation between the levels of use of content area reading for in-service social studies teachers who have successfully completed an online content area reading course and their self-reported attitudes toward content area reading upon exiting the course?" the self-reported level of use of content area reading in the social studies classroom for those in-service social studies teachers who had successfully completed the online content area reading course was correlated to their attitudinal scores toward content area reading as reported at the conclusion of the content area reading course. A Pearson-Product Moment Correlation and a Spearman Correlation were conducted using these data.

To answer the fourth question; "What characterizes the process of change as pre-service and in-service social studies teachers learn about, and in-service social studies teachers implement, content area reading into their curriculum?" qualitative and quantitative data were combined. First, an analysis of the open-ended statements made upon completion of the content area reading course was performed. A frequency table and scatterplot were constructed to represent various findings. An ANOVA was also

conducted using these data. These analyses answered the question, "What concerns do pre-service and in-service social studies teachers have as they learn about content reading?"

The results from the levels of use interview that participating in-service teachers took part in were treated in several ways. First a frequency chart was constructed representing the concerns expressed by participants. Next, a scatterplot showing the mean and standard deviation for levels of use for each participant was created. These analyses were used to answer the question, "At what level of use do in-service social studies teachers who previously took an online content area reading course integrate reading into their curriculum?"

The IC Component Checklist, as described by Hord (1986), was used to record the variations in use that teachers reported employing as they implemented various components of content area reading. The variations were then rated as ideal, acceptable, or unacceptable based on findings in academic literature. This analysis addressed the question; "What are some variations of use employed by in-service social studies teachers who previously took an online content area reading course when content area reading is implemented?"

All of the data was be synthesized for the participants who were interviewed. These data were used to develop a deep description of each of these participant's perspectives of the process of change they experienced, answering the question; "How do in-service social studies teachers understand their practice after they have completed an online content area reading course?"

Significance of the Study

This study is educationally significant as it not only adds to the existing knowledge base about social studies teachers' resistance to content area reading, but it also expands on the available literature by examining the process of change educators enrolled in the online content area reading course underwent. This study can be classified within the pragmatist paradigm because it was conducted for practical purposes and the results may be used to make positive changes in the field of social studies education (Teddlie & Tashakkori, 2003). Furthermore, a mixed method design was chosen to explore the research questions because, "we need a variety of data sources and analyses to completely understand complex multifaceted institutions or realities. Mixed methods can provide that" (Teddlie & Tashakkori, 2003, 16).

Assumptions of the Study

I began this study having made assumptions that must be acknowledged. These assumptions were based on my professional experiences as an instructor in the social studies education program at a major metropolitan university in the southeastern United States and as a Reading Resources Specialist, as which my main responsibility was to assist content teachers with the integration of reading into their curricula. First, I assumed that the information reported by participants was honest. The data collection instruments provided participant anonymity so that participants could be sure their responses would not affect their grade in the course. Second, I assumed that the participants in this study were social studies education majors enrolled in an undergraduate or graduate program.

The online content area reading course is listed in the course catalog with a prefix that denotes that it is intended for social studies education majors. Additionally, because this course is designed for social studies education majors, I assumed that the participants had minimal training in integrating reading into the social studies curriculum. Finally, I assumed that course participants had the fundamental computer skills required for participation. One of the expectations outlined in the syllabus for course participation is familiarity with the technology required to participate in the course, including sending emails, opening/sending attachments, internet navigation, and file management. In order to assure that each participant had knowledge of the necessary computer skills, I conducted an initial orientation at the beginning of each semester to familiarize each student with the technology used.

Limitations of the Study

A number of difficulties with the study were anticipated. The first was that participants may not respond honestly to the survey statements for fear that the results may impact them negatively. For this reason, the survey was submitted anonymously. However, since the survey was submitted online and I was also the course instructor, there could have still been some level of distrust on the part of each participant. The second anticipated difficulty was that frustration with the technology required in an online course could have caused students to become more resistant to content area reading because participants may have transferred their frustration with the technology they were using to content area reading. Third, it was difficult to secure previous students

who had successfully completed the course for interviews. Therefore, a consistent sample was not available and many of the interview participants held different roles as educators. For instance, one participant was a substitute teacher, another was in an internship, and still others were teaching within their own classrooms. In addition to these different roles, two of the participants were not teaching in a social studies classroom. One of these participants collaborated with a social studies teacher and in doing so integrated social studies into the curriculum that she actually taught. The other participant's interview was not included in the study because her job function was not within the scope of this study. An additional limitation was that self-reported data was relied upon exclusively. This was because I was interested in how the participants understood their own practice. Therefore, it was imperative that each instrument captured the participants' perspectives. Yet, self-reported data has limitations, such as over and under reporting. Additionally, one of the surveys used in this study entitled "A Scale to Measure Attitudes toward Teaching Reading in Content Classrooms" (Vaughan, 1977) is limited in its capacity to reflect the participants' perspectives because neutrality is an option. Furthermore, when experts in the field of content area reading were consulted to establish the validity of this instrument, concerns were raised by some of the experts about two of the statements in the instrument. For this reason, the results of this survey must be approached cautiously. The final limitation of this study is that the results cannot be generalized because the sample size is small, there was no randomization of subjects, and no control group was used. Therefore, the results will be of a descriptive nature.

Definitions of Terms

Various terms are used throughout this report. The following list is comprised of terms and their definitions that are of key importance.

Pre-service teachers are students enrolled in a teacher education program who do not have experience teaching in their own classroom.

In-service teachers are educators who have experience teaching in their own classroom. *Multiliteracies* are "skills, strategies, and dispositions necessary to successfully use and adapt to the rapidly changing information and communication technologies and contexts that continuously emerge in our world and influence all areas of our personal and professional lives" (Leu, Kinzer, Coiro, & Cammack, 2004, 2).

Content area reading consists of "methods and procedures that can be utilized to enhance student comprehension of textbooks and other printed materials that are encountered in the content area" (Jones & Wolf, 2001, 2).

An *innovation* is the "generic term for any program, process, or practice—new or not—that is new to a person" (Hord et al., 1997, 3).

Paradigms are accepted models of thinking that bind together theories and practices within a particular field, and determine the ways in which we see our world (Kuhn, 1962).

A c*hange facilitator* is any person who assists others, during the process of change, based upon their current concerns in order to implement change (Hall & Hord, 1987).

Adopters are people who are either considering or actually using a new innovation. These people can be classified into one of five categories based on their approach to adoption (Rogers, 1962).

Innovation configurations are the ways in which the adopter alters the program to meet his or her needs (Hord et al., 1997).

Levels of use are levels that describe the behaviors the adopter exhibits regarding the innovation, ranging from not using the innovation to using the innovation in a way that allows them to expand upon the innovation (Hord et al., 1997).

Stages of concerns are seven types of concerns that adopters typically express while they are adopting a new innovation. These stages occur in a particular order, but may overlap to some degree (Hord et al., 1997).

Online courses are courses that use a computer-mediated delivery system for curriculum, in which the participants and instructor must connect to a particular server for access (Gross, Gross & Pirkl, 1998).

Organization of the Study

Chapter one provided the reader with a brief overview of the study. The remainder of the report is organized as follows. A discussion of relevant literature on content area reading, change, and resistance to change will appear in chapter two. Chapter three will explicate the methods used to conduct the study. Chapter four provides the results of data analyses conducted. Conclusions based on these analyses follow in the fifth chapter.

CHAPTER 2

REVIEW OF LITERATURE

Defining Literacy

Literacy comes from "the social practices of a culture" (Leu et al., 2004, 15). The

meaning of the word literacy has evolved with technological advances made over time.

Oral history, which strengthened memory, was replaced with the phonetic alphabet,

which evolved into the written word. The written word necessitated mass production of

printed materials, which eventually led to the development and dissemination of the

Internet, a vehicle by which unprecedented amounts of information flood the world. Each

of these technologies required new literacies, and as each was mastered, the new

literacies gave way to new technologies. It is because of this process that Leu et al.

(2004) argue that the word "literacy" has different meanings depending on the moment

and the context in which it is uttered.

Enacted by Congress, the National Literacy Act of 1991 states that literacy is "an

individual's ability to read, write, and speak in English and compute and solve problems

at a level of proficiency necessary to function on the job and in society, to achieve one's

goals, and to develop one's knowledge and potential" (National Center for Educational

Statistics [NCES], 2003, 1). In academics, literacy is commonly defined as the ability to

read and understand written texts, often referring to textbooks, in various academic

domains. Sometimes the definition includes the ability to communicate through written

texts as well (Alvermann & Phelps, 1994; Moore, Bean, Birdyshaw, & Rycik, 1999). The

ability to read and write in these domains is referred to as academic literacy (Alvermann

& Phelps, 1994; Daley, 2003; Moore et al., 1999; Schoenbach, 2003).

Currently there are two dominant views of literacy. The monolithic view holds

that reading is a private practice that takes place between a reader and a text. This view of

literacy is perpetuated by academics and recognized by society. The other view is called

the sociocultural view of literacy. In this view, literacies emerge based on societal

institutions. Literacies are based on societal structures and meaning is negotiated between

the reader, the text, and the author, within cultural constraints. Though this view is

strongly supported by research, it remains largely unrecognized in schools, and much less

in society (Hagood, 2000).

If a framework for literacy is considered, it becomes apparent that the

sociocultural view of literacy is more realistic and encompassing than the monolithic

view. The literacy framework (Bruce, 2002; Hull, Mikulecky, St. Clair, & Kerka, 2003)

has four components. First, there is the material component. The premise of this

component is that technology changes the social aspects of literacy and alters our view of

reality. The second component, evolution of practice, holds that as we glimpse the

potential of one technology and take advantage of those possibilities, new technologies

must be created and employed. Construction of knowledge, the third component, revolves

around the idea that our knowledge develops from the solutions we create as we employ

technology. Finally, the fourth component, social literacy, encompasses the various skills and knowledge we must employ as we engage in all contexts. This aspect presupposes that all knowledge is constructed within the confines of society and is mediated between society's members.

When considering this framework it becomes clear that the narrow definition of literacy put forth by Congress does not encompass the true depth or breadth of what literacy really is. Furthermore, the academic world has yet to realize that this definition does not accurately describe the literacies that our children must develop to be successful in school, much less in society, and in this way supports the trend that causes many children to be labeled as at-risk for failure in school. Academics only value the ability to read, write, and do arithmetic (Alvermann & Phelps, 1994; Kelder, 1996; Ohio Literacy Resource Center, no date).

Literacy develops in a way that allows an individual to take part as a member in their culture. Often, those students who are labeled at-risk by their schools do not possess the academic literacy skills required by schools, but are well-versed in the literacies that are required in their cultures outside of school. The implication is that these students do not see themselves as members of the school culture because the literacies that they do excel at are not visible, or are considered unacceptable in the school environment (King & O'Brien, 2002).

Beyond the problems with the definition of literacy, there are two compelling arguments offered by Leu et al. (2004) as to why the definition of literacy should be expanded. First, diversity in culture and language is increasing in the global community.

Our students will encounter and participate in a more diverse society as the global community continues to become increasingly accessible. New communication technologies are created daily, leading to innumerable modes of communication and availability of information. Our students must learn how to use these vehicles of communication effectively in order to participate in the global society.

<center>*Multiliteracies and New Literacies*</center>

Research points to the expanding need to define literacy in broader terms (Bruce, 2002; Eisner, 1991; Kelder, 1996; King & O'Brien, 2002; Leu et al., 2004). This broader view of literacy is referred to as "multiliteracies" or "new literacies" (Bruce, 2002; Kelder, 1996; King & O'Brien, 2002; Leu et al., 2004). Multiliteracies are "skills, strategies, and dispositions necessary to successfully use and adapt to the rapidly changing information and communication technologies and contexts that continuously emerge in our world and influence all areas of our personal and professional lives" (Leu et al., 2004, 2). The critical components of multiliteracies are the ability to communicate and interpret various modes of communication; the successful implementation of skills, knowledge and strategies within multiple social contexts that allow us to adapt and excel within our world; the inclusion of a variety of diverse cultures and languages; and the adaptation of social practices that are needed—construction of roles, use of knowledge and skills, and principles guiding our interactions with others—to live within our numerous social groups (Hagood, 2000; Hull et al., 2003; Kelder, 1996; Leu et al., 2004).

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We live in an information-rich society. The Internet and other forms of communication have inundated our world with unprecedented amounts of information. Although schools do not recognize the new technologies as valid sources of information, society has become dependent upon them, and our children, even those considered at-risk, have developed literacies in these areas that schools do not recognize and even prohibit (Hagood, 2000; Hagood, Stevens, & Reinking, 2002; King & O'Brien, 2002). Considering the ease with which information is spread throughout our world, it is increasingly apparent that there are critical skills that our children must learn while interacting with information coming in any format they are encountering. Students must learn to search through and evaluate massive amounts of information from multiple sources (Gilster, 1997; Hull et al., 2003). They also must interpret the meaning of their surroundings and the interplay between critical factors, such as social meaning, political contexts, and economic pressures that shape the ways in which the words are combined to create certain, specific reactions in the reader. Freire (2003) refers to this as reading "the world" (52). From this, students learn to understand multiple perspectives. In the midst of these other skills, students must have the ability to pay attention to a constant flow of information, update their understandings as they find the new information, collaborate with others in order to construct and negotiate the meaning of that information, and communicate their ideas effectively to diverse audiences.

The basic premise of multiliteracies is intricately tied to the sociocultural view of literacy, and that view has become increasingly difficult to discount. Multiliteracies emerge from the social construction of knowledge, which comes from the evolving

technologies of a society. Society is always evolving; therefore, its citizens must adapt to change in order to participate. "The vitality of a democracy depends upon the education and participation of its citizens" (National Council for the Social Studies [NCSS], 1994, vii). Social studies helps citizens adapt to evolving societal demands. For this reason multiliteracies begin with the social studies. The social studies integrate all disciplines, and thus draw upon all literacies.

Most people view literacy as a skill set that can be mastered. Yet, in reality, literacy occurs along a continuum. As an individual builds on certain literacies, other literacies necessarily evolve. In this way, the cycle between literacy, world understanding, and problem solving is perpetuated.

Literacy in the social studies is constituted by an understanding of how an individual relates to all aspects of the world including, cultures, societies, geography, economics, psychology, and technology (NCSS, 1994). Ten thematic strands further explain the types of social studies literacies needed. The first strand, *Culture*, delves into cultural differences and how perspectives affect culture. *Time, Continuity, and Change* is the second strand. In this strand the focus is on individual identity in relation to the past and how the past connects to the individual. *People, Places, and Environment* is the third strand. Within this strand the geographic connection of people beyond the local region that the individual lives in is studied. The fourth strand, *Individual Development and Identity*, deals with how people develop within and because of the various types of groups they are part of, including society as a whole. In *Individuals, Groups, and Institutions*, the fifth strand, relationships between people within groups and institutions

and how these systems influence an individual's role and behavior are considered. *Power, Authority, and Governance* is the sixth strand. Topics within this strand include the examination of issues surrounding the definition of power, how authority is obtained, how governments are formed and maintained, and individual roles within power structures. Within the seventh strand, *Production, Distribution, and Consumption*, the multifaceted forces that guide economics are investigated. An exploration of the relationship between the ever-increasing technologies and the impact of technology on society is explored in the eighth strand, *Science, Technology, and Society*. Within the ninth strand, *Global Connections,* diversity and interdependence in a global community is probed. Finally, the tenth strand, *Civic Ideals and Practices*, analyzes the rights and responsibilities of each person as a citizen. In this strand, defining what constitutes an active, responsible citizen also takes place.

By exploring each of these strands, students enter into a continuous cycle of gaining knowledge, developing skills, forming values that allow them to make civic choices in order to solve social problems, and taking action based upon their knowledge and values. Each time new knowledge is encountered, the cycle begins again (NCSS, 1994).

Literacies in the Social Studies

A strong relationship between understanding the world and literacy exists. As we better understand our world, the more literate we become, and as we become more literate, we better understand our world. This is a cycle of learning in which both factors

are interdependent. The origins of our world understanding are rooted in three sources: societal influences, our use of language, and our communication skills (Irvin, Lunstrum, Lynch-Brown, & Shepard, 1995). This cycle is perpetuated as our literacies and world understandings are challenged when we face problems. It is through the process of problem solving that the learning cycle is fueled (Dewey, 1953).

Social studies is a unique discipline that is intricately tied to world understanding and literacy because this field "promotes knowledge of and involvement in civic affairs" (NCSS, 1994, vii) by actively involving students in social issues that require problem solving skills, causing them to increase their world understanding and, in turn, to become more literate. Since the social studies are multidisciplinary, multiple and authentic means of teaching are required in this field (NCSS, 1993, 1994).

There are four characteristics of social studies that ensure a connection between the discipline and literacy. One characteristic is that the social studies rely upon problem-solving to create an understanding of the world. Thus, our students must have a skill set that allows them to gather information about the problem, analyze the problem, and choose a course of action based on an evaluation of possible consequences.

Another characteristic of the social studies is that it is informed by an expanse of information that is constantly growing and evolving. At no time in the history of the world has there been such a colossal amount of information available. Indeed, the Internet has played a key factor in the availability of information resources. In addition to the Internet, the mass population has the ability to read and write, and storage of information is much easier than ever before, which results in more thorough record

keeping. In the face of the vast amounts of information available, deciphering what is credible can be a daunting task.

Furthermore, the social studies draw upon schooled (i.e., reading and writing) and non-schooled (i.e., pop-culture, technological knowledge and skills) literacies to understand the discipline. Social issues do not occur solely within the academic arena. Therefore, knowledge of non-schooled literacies is necessary to fully understand the issue that is being considered.

Finally, the social studies use multiple texts and information sources. Due to the sheer volume and interconnectedness of information that informs the field, comprehensive social studies education must draw upon multiple and varied sources, which include but are not limited to textbooks, the Internet, simulations, debates, movies, storybooks, cartoons, pictures, audio, video, primary sources, newspapers, magazines, and discussions.

In order to make meaning from these sources, students must possess and wide array of literacy strategies. The following list is inclusive of the literature discussing literacies needed for social studies instruction, but is by no means exhaustive. The literacies mentioned in this list are those most frequently cited as critical to comprehension and use of information for this discipline. These literacies are:

- Activation of prior knowledge in order to make connections between old and new information (Billmeyer & Barton, 2002; Schmar-Dobler, 2003; Tovani, 2000).

- Fully understanding the vocabulary used, especially those terms related to concepts, people, places, and events (Harmon & Hedrick, 2000; Harmon, Hedrick, & Fox, 2000; Schmar-Dobler, 2003; Short, 2002).

- Paying attention to a constant flow of information (King & O'Brien, 2002; Lankshear & Knobel, 2002).

- Setting a purpose for the activity in order to focus the search to include only relevant information (Billmeyer & Barton, 2002; Leu et al., 2004; Tovani, 2000).

- Searching through vast amounts of information to find what is relevant to the topics being explored (Gilster, 1997; Hull et al., 2003; Leu et al., 2004; Schmar-Dobler, 2003).

- Interpreting the meaning of texts (Billmeyer & Barton, 2002).

- Evaluating information found to determine the validity of the information, especially in an online environment (Gilster, 1997; Hull et al., 2003; Leu et al., 2004; Schmar-Dobler, 2003).

- Synthesizing information found in multiple sources in order to develop a complete understanding of the topic (Hull et al., 2003).

- Understanding multiple perspectives, such as those from different cultures or time periods (Bruce, 2002).

- Reading and comprehending nonlinear, dynamic texts (Schmar-Dobler, 2003).

- Collaborating with others to construct and negotiate the meaning of a concept (Bruce, 2002; Hull et al., 2003).

- Applying concepts in order to participate in social issues (Irvin et al., 1995; NCSS, 1994).

The unique aspects of social studies education are expanded upon in the NCSS publication *Expectations of Excellence: Curriculum Standards for Social Studies* (1994). Within this document, four goals of social studies education are outlined. The first goal is that students will develop civic competence by using "knowledge about their community, nation, and world along with the skills of data collection and analysis, collaboration, decision-making and problem-solving" (NCSS, 1994, 3). The second goal of social studies education is that students will integrate knowledge and skills across the disciplines. The third goal is that students will apply knowledge of the disciplines to increase their world understanding. Finally, students will consider, reflect on, and adapt to changes in knowledge caused by technology, the impact of social issues, interdisciplinary works of scholars, and interdisciplinary sharing of information amongst scholars.

A call for the expansion of multiliteracies is further evidenced in a position statement released by NCSS entitled, *A Vision of Powerful Teaching and Learning in the Social Studies: Building Social Understanding and Civic Efficacy* (1993), in which four principles that teachers should base social studies instruction upon are presented.

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These principles are:

1. The connection of school-based and non-school-based literacies, which involves the deep comprehension of content and meaningful activities.

2. The integration of topic, knowledge, skills, curriculum, and technology.

3. Challenging students with inquiry-based group and individual work.

4. Using real-world, authentic activities that require students to construct an understanding of the world, build upon that which they already know, and become independent learners.

Each of the characteristics, goals, and principles of instruction that have been espoused by NCSS are highly related to multiliteracies. Since multiliteracies are constituted by all of the means that we employ as we encounter and use information, a logical conclusion that can be made is that NCSS has endorsed the development of multiliteracies within the social studies.

Obstacles to Literacy in the Social Studies

It is common knowledge that even though professional organizations and academicians call for comprehensive, integrated, and meaningful instruction in schools, the reality is that the classrooms that actually participate in this type of instruction are novelties within the field. The development of literacies in the social studies faces many obstacles, including an over-reliance on textbooks in most social studies classrooms,

pressures that result from the No Child Left Behind Act of 2001 (NCLB, 2002), the

Sunshine State Standards, high-stakes testing, and a resistance to technology use in the

social studies classroom.

Over-Reliance on Textbooks

Although comprehensive social studies instruction demands the use of a wide

array of texts and other information sources, the reality is that there is an over-reliance on

the textbook within social studies classrooms (Schug, Western, & Enochs, no date). In

fact, it is estimated that the textbook is relied upon for 85-95% of the social studies

curriculum (Jones, 1998), making its use far exceed that of other available resources,

including the teacher (Cruz, 2002). Since the textbook is relied upon so heavily, it

strongly influences students', as well as teachers', understandings of the world. However,

textbooks are political manifestations of power relationships within our society and only

offer the author's view of reality (Apple, 1992, 1993). Although some would argue that

textbooks are unbiased sources of information, presenting objective accounts (Stotsky,

2004), in truth they only reflect a single perspective of an issue: the author's (Swift,

2004). In fact, several types of bias have been noted throughout academic literature,

including omitting or over representing various cultures and groups in a text,

misrepresenting the experiences of a group of people, using loaded language to bias the

reader for or against a topic, providing false or embellished accounts of historical events

and figures, and perpetuating stereotypes (Cruz, 1994; Nieto, 1982; Romanowski, 1996;

Rubin, 1994; Salazar Davis, 1991). Therefore, the almost exclusive use of textbooks in

the social studies classrooms runs contrary to the array of literacies that are required within the field of social studies.

Many theories attempt to explain why teachers tend to rely so heavily upon social studies textbooks. First, it is theorized that textbooks make up for a lack of time teachers face when planning. This is accomplished through simplistic organization of topics. Textbooks also commonly provide easy-to-use supplemental instructional materials (Schug et al., no date). Aside from the reduction in work that teachers experience when they use a textbook, there are also expectations regarding textbook use in the classroom. Not only do administrators expect teachers to use textbooks, but so too do the students and their parents. These expectations create an enormous amount of pressure upon the teacher for compliance (Schug et al., no date). Finally, there are those who propose (Stotsky, 2004) that teachers who are ill-prepared to teach the curriculum in their field use textbooks, especially young and inexperienced teachers. In this situation, textbooks are actually used to remediate the teacher's knowledge of the subject (Stotsky, 2004). Unfortunately, when textbooks are overused, few of the literacies needed in the social studies are developed and the most critical literacies; those that help the students develop into active and knowledgeable citizens, are neglected.

To overcome the dominance of the textbook, Applebee (1996) suggests that a theme or topic may act as the central focus of the learning, while multiple texts can be used tangentially to create a fuller understanding of the core concepts. In this scenario, the textbook might be basis of the lesson, while supplementary materials are brought in by the teacher and students in order to facilitate meaningful activities, such as

discussions, writing, or even engagement in an argument, leading to the social construction of meaning. This idea seems simple enough and would presumably be very effective. However, many educators would be quick to note the impediments of this, including the lack of financial support, limited time, resistance from the community and school board, the restrictions associated with using a prescribed curriculum, and the limited knowledge many teachers have of additional supplementary materials appropriate for such instruction.

No Child Left Behind Act

Reading has become the top priority in the field of education since the No Child Left Behind Act of 2001 (NCLB, 2002) was signed by President George W. Bush. This act called for higher standards and accountability in all American schools that receive federal money. In an effort to increase standards and accountability, the creation of high-stakes testing in every state was mandated. Student progress in what are considered to be the core content areas—initially defined as reading or language arts and mathematics, to which science was subsequently added—is measured, and rewards or sanctions are determined based on the outcomes. References to the importance of reading litter this document, and within the document it is declared that states or local agencies that do not meet the outlined requirements are in danger of suffering various consequences, including a loss of funding (NCLB, 2002).

Though other subject areas are discussed in the law, reading is considered one of the pillars upon which the act stands (NCLB, 2002), and pressure from the federal

government, state officials, and localities is placed upon educators in every state to improve reading scores. This is clearly the case in Florida, where a statewide test, the Florida Comprehensive Assessment Test (FCAT), has been put into practice (Florida Department of Education [FDOE], no date a). Reading is one of the major areas of focus in the FCAT. Though this test was implemented in 1998, it is now used to meet the federal regulations established by NCLB. One of those guidelines is called "Adequate Yearly Progress" (AYP) (FDOE, 2003-2004; NCLB, 2002). Not only is AYP reported to the federal government for the entire state, but also Florida has begun grading its school in a way that is highly dependent upon AYP in reading. Schools that do not meet the standards set by NCLB and the State of Florida pay a high price. For instance, Florida schools that do not show adequate progress face several consequences, which include issuance of vouchers allowing students to leave the school, loss of funding, and ultimately, a restructuring of the school (FDOE, no date b; NCLB, 2002).

Social studies has been placed in a precarious position because it was not included in this Act. Though including social studies could potentially affect the ways in which social studies is taught, leaving it out may cause statewide and local education administrators to devalue the field. This presents quite a conundrum. While social studies teachers are being mandated to teach reading and implement reading strategies in their courses in order to comply with NCLB—and in Florida, to improve reading scores on the FCAT—which could lead to teachers' perceptions of training in content area reading to be more positive simply because it will be useful to them in the field, their beliefs about how social studies courses should be taught may be in conflict with the mandate, which

could lead them to resist learning more about content-reading in the social studies classroom.

High-stakes testing

High-stakes tests are standardized tests that may have detrimental consequences for students and teachers depending on the result obtained (Adler, 2001). The literature surrounding the issue of high-stakes testing describes an interesting conundrum. On one hand, educators in those states that include the social studies on their high-stakes tests are experiencing negative fallout. On the other hand, educators in those states that do not include social studies on these types of tests, such as Florida, perceive that their subject matter is devalued in the school system and is rapidly disappearing in the core curriculum.

Educators who teach in those states that include social studies as part of their standardized testing often oppose social studies inclusion. There are a number of reasons for this opposition. Vogler (2003) asserts that high-stakes testing controls the curriculum and prevents students who are at-risk from ever succeeding. Teachers concur with this position as they complain that high-stakes testing forces them to narrow the curriculum so that they are only teaching the standards that are tested (Adler, 2001; Aldermann & Brophy, 1999; Brousseau, 1999; Hollis, 2003; Miami-Dade County Public Schools, 2003; Savage, 2003; Vogler, 2003). High-stakes testing emphasizes the memorization of low-level, factual information. Therefore, educators are unable to teach concepts in depth. The effect is that schools strive only to meet the minimum standards that they are required to

meet. Teachers in this situation often turn to skill and drill styles of teaching to ensure

their students' test scores are satisfactory (Anonymous, 2003; Burroughs, 2002; Gee,

2002; Pahl, 2003; Risinger, 2002; Savage, 2003).

In states like Florida where social studies has not been included on the FCAT,

many educators support and rally for its inclusion. Though it may seem surprising that

high-stakes testing would gather support from educators, social studies teachers have

found that if their subject is not included on the FCAT, then it is no longer considered

part of the core curriculum (Aldermann & Brophy, 1999; Bovee, 2002). This becomes

very apparent when reading the FDOEs *Frequently Asked Questions about the FCAT* (no

date a). In this document, the FDOE states that the FCAT measures achievements made

in core classes. Since social studies is not included on the FCAT, the implication is that

social studies is no longer considered within the realm of core subjects in the State of

Florida. In fact, resources that were once delegated to the discipline are now being

diverted to other subject areas (Boyd, 2001; Brousseau, 1999; Fogarty, 2001; Savage,

2003). This loss in status is further evidenced by the fact that students who are in need of

remedial instruction in those subjects that are tested by the FCAT are removed from their

social studies courses for that remedial instruction (Bovee, 2002; Boyd, 2001). The

rationale for reducing the amount of time in social studies classrooms is that if the subject

is not tested, there is no time to teach it (LaCoste, 2003; Lewis, 2004; Miami-Dade

County Public Schools, 2003; Rice & Floyd, 2003; Vogler, 2003). Regardless of whether

the social studies is included on high-stakes tests or not, the result is the same. The

literacies that should be taught within the social studies curriculum are being overlooked in order to teach the narrow skill sets that are tested.

Teacher Resistance to Technology Integration in the Curriculum

Another obstacle to literacies in the social studies is teacher resistance to technology. We live in an age where technology and information go hand-in-hand. Technology use in a classroom can be a powerful tool because students can be exposed to a wider expanse of information, and in many cases more current and complete pieces of information than they could by simply using the textbook or school library. For these two reasons alone, technology integration is highly appropriate in the social studies classroom. Yet, the number of teachers who resist integrating technology into their classrooms is astounding (Smerdon & Cronen, 2000; Levine & Arafeh, 2002; Pew Internet and American Life Project, 2002).

There are many overt and underlying factors that cause social studies teachers to resist technology use in the classroom. One of the most obvious is because they are not comfortable using technology. This lack of comfort may manifest itself as a general dislike of technology, or even as fear of technology use (Dahl, 2003; Stone, 1998). Often this discomfort stems from a lack of training and support as technology is integrated into the curriculum. The teacher feels overwhelmed and, therefore, does not use the technology (Stetson & Bagwell, 1999). Also, technology use makes teaching a more complex and time-consuming process (Bennett & Lockyer, 2004; Dahl, 2003). Teachers may also have concerns about their students' ability to evaluate information they

encounter and the quality of education they can provide when using technology in the classroom (Dahl, 2003; Risinger, 1998). More important though, are the ways in which teachers view technology. Oftentimes, teachers resist using technology because they believe that technology creates inadequacies in their students' academic literacies (e.g., spell check causes students to become poor spellers) (King & O'Brien, 2002). In this way, teachers devalue technology use, because the teacher fails to see the inextricable link between literacies, social studies, and technology. Finally, teachers may feel threatened by the use of technology, because when technology is used in a classroom, the teacher's role, and position of power. changes. No longer is the teacher the purveyor of knowledge. Rather, in most cases, the students know more about using the technology than the teacher does, causing the teacher to have to take on the role of facilitator instead of knowledge dictator (Bennett & Lockyer, 2004; Dahl, 2003; Hagood et al., 2002; King & O'Brien, 2002).

When classroom teachers, especially those who teach social studies, fail to see the value in using technologies in the classroom, they fail to recognize the powerful impact technologies have had on society and the vastness of information readily available to their students. As societies develop new literacies needed to interact with technologies, new technologies are required. Since technologies impact the way in which we view and interact with the world; teachers who resist using technologies in their classrooms are actually resisting exposing their students to the richness of the world.

Overcoming Obstacles to Literacies in the Social Studies

As pressure for higher standards and accountability increases, so too does the focus on reading and other subjects that have been deemed core to the curriculum. The unfortunate result is that the future of the social studies seems bleak. However, there is something that social studies teachers can do to secure their position within the curriculum. Even if social studies is judged to be unessential, teachers within the field can integrate their curriculum with other subject areas. An integration of subjects combats the narrowing of the curriculum that results from the use of and over-reliance on the scores from high-stakes testing. It also allows students to strengthen their skills in areas to be tested, such as reading, while exposing them to rich content. Content area reading is the vehicle by which this is possible.

Integrating reading into the social studies is not only beneficial because it allows students to gain experience with a subject on which they are tested, but it can also improve instruction within the social studies classroom. By integrating reading into the social studies, students learn how to make meaning from a wide array of texts and other resources. Doing so also fosters the skills and strategies fundamental to become active, skillful, independent learners (Alvermann & Phelps, 2002; Billmeyer & Barton, 2002; Roe, Stoodt, & Burns, 2001; Tovani, 2000). Furthermore, some students have difficulties understanding textbooks because of the way they are written. Since textbooks are the main source of information used in the social studies classroom, the curriculum remains inaccessible to those who cannot make meaning from them. Content area reading can be used to teach students how to comprehend their social studies textbooks (Billmeyer &

Barton, 2002; Tovani, 2000; Tyson-Bernstein, 1988). It is for this reason that content area reading is a requisite in the social studies classroom.

Content Area Reading

As children are introduced to textbooks, they are expected to read for important information, but are typically given little or no instruction to help them perform this task (Santa et al., 1996). Therefore, it is not uncommon that academic achievement in upper elementary grades and beyond may decline. Perhaps the largest change comes when the elementary student transitions to secondary school. It is at this time that the textbook becomes a major source of information (Jacobs & Wade, 1981; Roe et al., 2001). This may be especially true in social studies classrooms. In the typical social studies classroom, the majority of the curriculum is addressed through the textbook (Jones, 1998). However, many students enter their secondary social studies classes lacking the skills required to make meaning from textbooks, such as mental reorganization of textual information, awareness of their thinking as they read, and making various types of connections within the text (Billmeyer & Barton, 2002; Tovani, 2000).

Secondary social studies teachers must cover the prescribed curriculum for their subject area and grade-level. However, since textbooks are used as the major source of information in the secondary social studies classroom, and the majority of teachers recognize that an excess of their students are unable to comprehend textbooks (Billmeyer & Barton, 2002), it is also the teacher's responsibility to help students become skillful, active, and independent readers. This is done through the integration of content area

reading (Alvermann & Phelps, 2002; Billmeyer & Barton, 2002; Roe et al., 2001; Tovani, 2000).

Jones and Wolf (2001) define content area reading as "methods and procedures that can be utilized to enhance student comprehension of textbooks and other printed materials that are encountered in the content area" (2). Integration of content area reading in the social studies classroom is imperative if students are expected to become independent, self-directed learners because it is through content area reading that students are provided the tools for comprehension (Alvermann & Phelps, 2002; Roe et al., 2001). Students who are not taught how to comprehend material in textbooks are typically less successful in secondary school (Jacobs & Wade, 1981). This is possibly due to the fact that children are taught mainly with narrative texts in elementary schools, so they understand the structure of a story. However, when they encounter textbooks for the first time, they are not as experienced with the expository format. Therefore, students' comprehension of academic subjects declines as they are less able to generate meaning from the text (Tovani, 2000).

Theoretical Basis for Content Area Reading

Content area reading is based upon the constructivist theory that the learner builds understanding by combining past experiences, novel situations in which the learner is active, and socially mediated exchanges with peers and the teacher (Dewey, 1902; Vygotsky, 1978). From the constructivist theory, eight fundamental rules of learning were derived. Although researchers' use of labels for these principles varies, they all

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describe the same basic notions. The driving idea behind content area reading is that if teachers integrate these basic principles into their curriculum, students will develop the strategies that will allow them to construct meaning from virtually any information source, thereby providing the tools students need to become life-long learners (Billmeyer & Barton, 2002; Santa et al., 1996; Tovani, 2000). The fundamental rules upon which content area reading is based are (Alvermann & Phelps, 2002; Billmeyer & Barton, 2002; Santa et al., 1996; Tovani, 2000): the activation of prior knowledge, setting a purpose, understanding of the author's organization of the text, the use of metacognition, reading texts, social interaction, active involvement in the learning experience, reorganization of the material encountered, opportunities to discuss materials with teachers and peers, and authentic writing tasks related to the material.

<p align="center">*Resistance to Content Area Reading*</p>

Considering the vast amounts of research on the effectiveness of content area reading (Alvermann & Phelps, 2002; Billmeyer & Barton, 2002; Santa et al., 1996; Tovani, 2000), it may seem that social studies teachers would readily integrate reading into their curriculum. On the contrary, content area reading has been strongly resisted by social studies teachers for at least the past three decades (Carnine, 2000; Daisey & Shroyer, 1993; Jacobs & Wade, 1981; Moore, 1983; Nourie & Lenski, 1998; Ratekin et al., 1985; Richardson et al., 1991; Stewart & O'Brien, 1989; Vaughan, 1977). Not only do classroom teachers resist teaching content area reading, but many pre-service teachers do so as well Daisy & Shroyer, 1993; Nourie & Lenski, 1998; Stewart & O'Brien, 1989).

Additionally, a study conducted by Daisey and Shroyer (1993) discusses the resistance that content area professors showed toward content area reading. From various studies attempting to answer the question of why there is such great resistance, five main reasons have been identified:

1. Many teachers and professors misunderstand what content area reading is.

2. Perceived time limitations restrict the integration of reading into the content.

3. Teachers' attitudes and beliefs about education do not include content area reading.

4. Teachers lack self-efficacy when integrating content reading into their curriculum.

5. *Colleges of Education perpetuate resistance to content area reading.*

Misunderstanding Reading

Two studies (Daisey & Shroyer, 1993; Stewart & O'Brien, 1989) showed that though some pre-service teachers understood the concept of content area reading and others had no idea about its meaning, the majority of pre-service teachers have a misconception about what reading means. When initially asked to define content area reading, most pre-service teachers enrolled in content area reading courses reportedly thought that the purpose of this class was to remediate their personal reading deficiencies.

In fact, Daisey and Shroyer (1993) reported that some students resented the fact that they had to take a content area reading course because it was insulting.

Some pre-service teachers also believed that the content area reading course they enrolled in was intended to help them learn how to "identify, diagnose, and remediate reading problems in the content classroom" (Stewart & O'Brien, 1989, 399). Pre-service teachers participating in this study indicated that they thought the course would focus on skill deficiencies and would be driven by a traditional, teacher-centered approach to instruction. Daisey and Shroyer (1993) hypothesized that these misconceptions affected the way students learned content and possibly led to more complex and subtle misconceptions about the integration of reading into the classroom.

Nourie and Lenski (1998) say that many practicing teachers also have a narrow understanding of what reading is. Teachers see reading as only concerning textbooks and novels, and do not consider various forms of literature from their field texts. However, students must become proficient in reading authentic, field-related texts and symbol systems in order to be successful in social studies.

Even when teaching students had an understanding of what reading is, many were not aware of the theories that drive content area reading. Richardson et al. (1991) conducted a study that indicated that, even with a clear understanding of reading, students who are taught theory without application are likely to become frustrated. Therefore, the inability to see content area reading applied to a classroom results in resistance to implementation and inappropriate implementation.

Time Constraints

Theoretical misconceptions about content area reading may lead teachers to the belief that there is no time to integrate reading into the social studies classroom. Stewart and O'Brien (1989) say that this occurs because the teacher does not contemplate teaching social studies through the use of reading strategies. Instead, the teacher considers the social studies curriculum to be separate from reading instruction, which means that the social studies teacher who includes reading instruction would ultimately be teaching two separate courses. For this reason, content area teachers often do not consider reading integration to be part of their job (Daisey & Shroyer, 1993; Jacobs & Wade, 1981; Ratekin et al., 1985; Stewart & O'Brien, 1989).

Even when teachers believe in integrating reading, they face great pressure to thoroughly cover their curriculum (Daisey & Shroyer, 1993; Sarason, 1996; Stewart & O'Brien, 1989). "The predetermined curriculum suggests that teachers cover a certain amount of material within certain time intervals with the expectation that their pupils will perform at certain levels at certain times" (Sarason, 1996, 108). If a teacher fails to meet these expectations, administrators, parents, and subsequent teachers see them in a poor light. Also, if an adequate amount of material is not covered by a certain time, students may be unprepared for examinations. Inadequate student performance not only reflects poorly on the child, but also on the instructor.

Attitudes and Beliefs as Personal Practical Theory

Educators' beliefs and attitudes about teaching and learning oftentimes translate into instructional decisions in the classroom (Epstein, 1980; Ross et al., 1992; Vaughan, 1977). Educators' instructional decisions are based upon their personal theory, or the theory that each teacher holds individually that guides the structure of the classroom and the implementation of curriculum. This theory comes from a personal understanding of how to improve instruction and is developed through practical experiences (Chant, 2002). The bases of a teacher's personal theory are a "socially shared symbol system" (Ross et al., 1992, 10), an authentic environment, and the active construction of knowledge built through problem solving, inquiry, and prior experiences (Sanders & McCutcheon, 1986). These factors comprise the definition of experience as defined by John Dewey (1902). In his Theory of Experience, Dewey declares that the teacher must be an active participant in an authentic situation in order to evolve his or her theory. The evolution of a teacher's personal theory occurs as interactions between the teacher, student, and curriculum take place. Based on this theory, the teacher must reflect on past experiences and plan for novel situations in order to gain a personal understanding of learning, and in effect develop a personal practical theory about teaching. Development of a personal practical theory may also occur during an instructional situation in which the teacher must make a decision (Chant, 2002; Ross et al., 1992; Sanders & McCutcheon, 1986).

Self-Efficacy

Self-efficacy is Bandura's (1977) theory that the expected success from engaging in an activity determines behavior. If a teacher believes in his or her ability as an educational facilitator and believes that the students can learn, it is likely that desired classroom practices will take place (Enderline-Lampe, 2002). When a teacher lacks confidence in his or herself to integrate reading into the curriculum, he or she is likely to resist content area reading. It is for this reason that teachers must be given adequate preparation and support when integrating reading instruction. When inadequate preparation and support are provided, old methods with which they are more comfortable are more likely to be used (Stewart & O'Brien, 1989; Wallhausen, 1990).

Influence of Colleges of Education

Colleges of Education tend to model practices that perpetuate a resistance to content area reading. First of all, pre-service teachers often receive a narrow view of what they will encounter in school. With unrealistic expectations about what they will experience and what they can achieve, teachers are likely to become frustrated and overwhelmed when faced with reality. For example, it is common practice in many Colleges of Education to teach theory, but if a student does not learn to apply the theory or consider the alternatives to one theory, misconceptions ensue (Sarason, 1996; Snow, Griffin & Burns, 2005).

Another problem instigated by Colleges of Education is a lack of modeling. Teachers tend to teach in the ways that they were taught (Sarason, 1996). However,

professors often expect students to build a student-centered, constructivist classroom environment, while they themselves use the teacher-centered, traditional, behaviorist approach to instruction (Daisey & Shroyer, 1993; Stewart, 1990). Furthermore, pre-service teachers are told they must integrate reading into their curriculum, but content knowledge and content reading are almost never integrated within universities. In fact, communication between methods and content reading professors is infrequent at best (Daisey & Shroyer, 1993; Lazar, 2007).

The Role of Teacher Education

Content area reading effectively helps students to become more successful in the social studies classroom (Jones, 1998). However, wide adoption is unlikely unless changes are made at the foundation of education; the teacher preparation programs (Stewart & O'Brien, 1989). Professors in teacher education programs must set the stage for the implementation of content area reading in the classroom by considering what is called for in the academic literature. Research on effective teaching practices in teacher education reveals that professors must provide practical and applicable models of reading integration into the content area while focusing on theory, as well as consider the beliefs of their students about teaching and learning (Daisey & Shroyer, 1993; Moore, 1983; Nourie & Lenski, 1998; Richardson et al., 1991). First, teachers master theories and methodologies more quickly than changes in their belief systems can occur. Furthermore, changes in beliefs and practices depend on the teacher's level of self-efficacy and motivation to change, which stem from surety in knowledge and an ability to apply that

knowledge. To increase these factors, professors must provide various instructional models and ample practice and support. Without adequate preparation, teachers will likely feel incompetent if they try to integrate reading into their classrooms, and thus will continue to resist content area reading. Therefore, mastery of the theories and application, which support content area reading, must take place in teacher education programs (Wallhausen, 1990).

Second, since the beliefs of a teacher often translate into actual classroom practice, there must be some focus on current belief systems in college-level teaching courses (Moore, 1983). Richardson et al. (1991) and Jacobs (2002) have shown that changes in teachers' beliefs can take place before there is a change in classroom practices. In other words, if teachers are going to adopt a classroom practice, they must believe it will work. Since beliefs are convictions that we hold to be true, it would be futile to cover content that is contrary to belief systems course participants hold. Instead, professors must focus on belief systems and the evolutionary process they will undergo throughout the course.

Additionally, other considerations must be made when developing and implementing a content area reading course. For example, there tends to be an over-focus on the theoretical underpinnings of the professor's philosophy in teacher education. It has been suggested that when teachers are taught theory without being given practical applications, they become frustrated with the methods. On the other hand, if they do not understand the theory behind the new methods, they will implement them incorrectly or not at all. If teachers are expected to adopt the new teaching style, courses should include

information about the teaching theory underlying the method, as well as practical ways to apply the theory in the classroom (Richardson et al., 1991; Stewart & O'Brien, 1989).

Also, theoretical suggestions made often ignore the actual structure of a classroom. All too often, pragmatic methods are not taught in education courses (Kohl, 2003; Moore, 1983). Yet, teachers are more likely to adopt a practice that is practical and will help the classroom run more smoothly. If the teacher does not perceive a pay off in terms of time and effort, it is not likely that the change will take place (Daisey & Shroyer, 1993; Moore, 1983). If content area reading courses are to be effective, the suggestions offered must be easy to implement and must be considerate of the structure of the classroom. Finally, professors should model techniques and methods in university level courses (Nourie & Lenski, 1998; Richardson et al., 1991). This allows students to imitate educational experts as they become familiar with and gain an understanding of how and when to use new methods. Professors become a support for students as they construct their beliefs and learn methods that are effective and consistent with their developing philosophy.

Logistics of a Required Content Area Reading Course

Florida has added a content area reading course as part of the curriculum for teacher certification in secondary social studies education (Stilwell, 1999). With recent cuts to the education budget, cost effectiveness has become a major concern for university administrators. In response to budgetary concerns, many universities have begun offering various online courses to students (Kanengiser, 2001). Online courses

have been found to yield learning outcomes that are not significantly different than traditional courses (Russell, 1999; White, 2003). Offering semi-synchronous (Jones & Wolf, 2001) online courses—online courses that allow students to participate in the course at any time within the deadlines set by the instruction—has become a cheaper alternative to traditional courses that meet face-to-face because there are no costs associated with the location of the class such as building costs, electricity, and furnishings, among others (Gross et al., 1998). Instead, semi-synchronous online courses allow students to complete assignments on their own schedule within the deadlines set by the professor. Semi-synchronous, online courses also allow people from different geographic regions to participate in the course, which can possibly lead to an increase in student enrollment (Gross et al., 1998). For these reasons, semi-synchronous, online content area reading courses are a viable alternative to face-to-face instruction. Although traditional reading courses are still being used, online instruction is becoming more popular (Gross et al., 1998). Evidence suggests that student perceptions of the distance learning instruction and environment impact the success of students in the class and application of concepts beyond (Pascarella et al., 1996; Yellen, 1997-1998).

Influences on the Perception of Online Courses

Student success in an online course relies heavily on how the course is perceived. Researchers have found a number of factors that impact student perceptions of an online course. Moore (1989, 1993) found that the amount and structure of interactions that take place is one aspect that can influence perceptions about an online course. There are three

categories of interaction that should occur. One is the interaction between the learner and instructor. This type of interaction is advantageous to the student because it provides motivation, support, and encouragement. Furthermore, it is through this type of interaction that the student obtains feedback. The second type of interaction takes place between the students. In an online environment, exchanging and discussing ideas and information provides students with an opportunity to develop a broader understanding of the course content and exposes them to varying viewpoints. The third interaction takes place between each student and the course content. This type of interaction is marked by the gathering and contemplation of novel information.

Course structure is another aspect that can shape a student's perception of an online course. Course structure refers to the amount of flexibility the course offers with consideration to the individual needs of the students. The types of evaluations used, the strategies employed to teach content, and the specificity of the learning objectives may vary with respect to the course that is being taught and the students' unique learning styles (Moore, 1991).

Student autonomy influences the ways in which a student perceives an online course. In a distance-learning environment, students have a higher degree of responsibility for their learning. To support students, the instructor must provide for adequate interaction, materials that meet diverse learning styles and that are suitable for online work, and activities that require students to work independently as well as interdependently (Chen & Willits, 1999; Moore, 1991, 1994).

The delivery system is another critical component of a distance-learning course. Students in an online course should know how to use the delivery system that the course is being offered through. Without adequate technological experience, students not only have to learn the course content, but the technology used to teach the course as well. When this occurs, the demands placed upon the student drastically increase, which can negatively impact the student's perception of the course (Lauzon & Moore, 1989; Moore, 1991; Wagner, 1993).

Additionally, students must be motivated to learn the required material in a distance-learning environment. Since students have a higher degree of responsibility for their learning, and there is less opportunity for interaction, motivation to complete a course online must be high in order for the student to complete the course successfully. Part of this motivation depends on the student's attitudes toward computers. If a student is comfortable with technology at the beginning of a course, it is more likely that the student will have a positive outlook on the course, and will complete it successfully. On the other hand, students who have anxiety about computer use, or who lack the fundamental skills required to participate in the course, have a higher tendency to perceive the course negatively, and attrition of these students is more common (Anderson & Reed, 1998; Wagner, 1993).

A Call for Change

Today, state agencies, localities, and educators face unprecedented pressure for changes in the educational system. One reason for this demand is that there has recently

been an increase in the number of students that are not adequately served within the school system. The result is that higher standards and accountability measures are being put into place.

To meet the increase in demands, Florida is now requiring social studies educators to complete a course that focuses on how to integrate reading into their curriculum. At the same time, researchers are also recommending that the critical components of such a course (e.g., strategy instruction, activation of prior knowledge, comprehension strategies, among others) be implemented in all teacher education courses (Daisey & Shroyer, 1993; Nourie & Lenski, 1998; Ratekin et al., 1985).

It is well documented that the integration of content reading into social studies classrooms improves student comprehension of social studies texts (Alvermann & Phelps, 2002; Billmeyer & Barton, 2002; Jones, 1998; Santa et al., 1996; Tovani, 2000; Vacca, 2002). However, in spite of the fact that there has been a call for change, which includes the integration of reading into the content areas, pre-service and in-service teachers, as well as professors, tend to resist content reading integration (Carnine, 2000; Daisey & Shroyer, 1993; Jacobs & Wade, 1981; Moore, 1983; Nourie & Lenski, 1998; Ratekin et al., 1985; Richardson et al., 1991; Stewart & O'Brien, 1989; Vaughan, 1977).

The first step to combating this resistance is through teacher education (Carnine, 2000; Stewart & O'Brien, 1989). If inclusion of a content area reading course into teacher education is going to be effective, courses should be designed to teach practical application of reading methods and professors must be sensitive to the beliefs of their students as they teach the course.

Theories of Change

Historically, the topic of change and resistance to change has been the focus of much thought. In Ancient Greece, Aristotle proposed the *Doctrine of the Mean*. In this proposition, he asserts that people strive for the middle, or the moderate life. In other words, people resist change in search of moderation (J. Duplass, personal communication, March 15, 2002). In modern times, a great number of scholars have developed theories to explain the process of change, why people resist change, and how resistance to change can be overcome. One of the leading theorists in the field of change was Thomas Kuhn. In his book *Structure of Scientific Revolutions* (1962), Kuhn brought to light how paradigms act as the framework for thinking and how shifts in these paradigms occur.

According to Kuhn (1962), a paradigm is the theory that frames all thought about a field. It fits a version of reality into a narrow structure that guides the thinking in that field. In this way, paradigms steer the research that takes place within a discipline. Normal science operates under the premise that there is one truth that can be captured and articulated through a paradigm, and that science knows all aspects of this truth. Our observations constitute what we believe to be true, and normal science is the accepted medium by which that truth is represented.

Science does have its limitations; however, because it views the world through filters that create a narrow glimpse of the world—what we consider to be reality. Paradigms that ensue are used to explain common occurrences, but often the filters that are in place prevent normal science from explaining outliers (Kuhn, 1962).

Outliers, or anomalies, are occurrences that a paradigm can't account for. The inability of a paradigm to account for anomalies causes them to become visible. Usually, the exposure of anomalies is not surprising to those in the discipline. Instead, awareness that the anomaly exists is ignored or overlooked because the paradigm has proven useful in explaining the vast majority of occurrences within the theory. When a paradigm is unable to account for an anomaly over a period of time, it begins to lose the ability to meet the needs of the population it serves, which results in a crisis. Once a crisis occurs, there are only three possible resolutions. One is that the paradigm may be amended or adjusted in a way that sufficiently explains the anomaly. If the paradigm is not amended, the paradigm may continue, but the anomalies remain and future generations are left with the problem of addressing them. The final resolution is that a new paradigm, based on principles that are incompatible with the existing paradigm, and that can sufficiently account for the obvious anomalies, is born (Kuhn, 1962).

New paradigms usually come from those who are outside of the field or who are very young, because these are the people who are not well-versed in the paradigm and therefore have few filters in place to narrow their view. When a new paradigm emerges, two opposing factions arise—one that seeks to defend the old paradigm and another that seeks to promote the new paradigm. As the existing paradigm consistently fails to meet the needs of the population it serves, a paradigm shift occurs, and the promoters of the new paradigm become somewhat glorious (Kuhn, 1962).

Paradigm shifts usually take a number of years, because paradigms resist change. Palimpsests of the old framework remain in the minds of the population once served by

the old paradigm, and are difficult to replace (King & Stahl, 2007). In light of this fact, it is important to note that as a paradigm shift takes the place, the new paradigm allows people to see the parts of their world that they interacted with through the old paradigm in a new light. Thus, they experience their old reality in a new way.

Paradigm shifts are invisible, because they are treated as an additive knowledge that supplements the old paradigm. As a shift takes place, textbooks are written so that the shift appears to be a natural, logical progression of science. This allows the view of science as being omniscient to remain unchallenged.

Leu et al. (2004) believe that we are currently in a paradigm shift in the field of literacy. This shift centers on the change in what we consider literacy to be. While most adults think that literacy involves only printed texts, our children consider literacy to include print, verbal, audio, visual, and multimedia. This paradigmatic shift is invisible to previous generations, but may be recognized if brought to the attention of someone from that time period. However, the generation we refer to as the Millennials, or those people born between the years of 1981 and 1999 (Lancaster & Stillman, 2002), has grown up in the midst of the shift, and so their dominant frame of reference is derived within this new paradigm.

What We Know About Change

Social change occurs through diffusion. Diffusion is "the process by which an innovation is communicated through certain channels over time" (Rogers, 1962, 5). Diffusions of innovations result in change. As innovations are diffused through a social

system, two types of changes may occur. There may be a "first-order change" in which there is a "change within the established norms" (Clarke, 2003, 38). This can be compared to amending a paradigm. There also may be a "second-order change" in which changes are made "within the norms themselves" (Clarke, 2003, 38). This type of change may be compared to a paradigm shift.

In addition to these two distinct types of changes, there are also two ways in which people can change. People can change their attitudes, or they can change their behaviors (Clarke, 2003; Fullan, 1993; Hall & Hord, 1987). There is disagreement in the literature about which type of change is most effective. Clarke (2003) and Fullan (1993) argue that a shift in attitude is necessary for a long-lasting change to be realized. However, Hall and Hord (1987) assert that a change in behavior is requisite for long-lasting changes. Both may be right. On one hand, if attitudes do not change, behavioral changes may not last. Yet, as a person engages in a certain behavior, changes in attitude often occur.

The assumptions under which these various change theories operate must be considered (see Table 1). There are ten assumptions of change, some of which deal with the causes of change, others deal with the process of change, and still more deal with the individual involved in the change.

The three assumptions that deal with the causes of change are: 1) Change occurs through everyday activities, so daily activities must be focused on and considered in order for changes to be noticed; 2) Problems instigate new learning, and so are the sparks for change; and 3) Learning comes from beyond a system because the paradigm upon

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which that system operates blocks knowledge of what would otherwise seem obvious.

There are also three assumptions that revolve around the process of change. The first is that change is a cyclic process that takes time, and does not occur suddenly. The second assumption about the process of change is that change cannot be forced. The third assumption is that while some parts of change can be predicted and planned for, others are unpredictable.

Finally, there are four assumptions that concern the individuals involved in change. The first assumption is that everyone is involved in change. Furthermore, an individual can only change his or her beliefs, but personal changes affect everyone through interactions. Another assumption is that small-scale changes, on an individual level, must be made to change an institution. The final assumption is that in order to facilitate a change, perceptions of the change must be realized. (Clarke, 2003; Fullan, 1993; Hall & Hord, 1987; Kuhn, 1962)

In addition to the assumptions of change, there are three characteristics of change that may affect the adoption or rejection of an innovation. A summary of these characteristics appears in Table 2. The first are the factors that affect the decision to adopt or reject an innovation. Certain conditions make the adoption of an innovation more likely. For example, if the potential user perceives that the innovation has advantages over the old way, the likeliness of adoption increases. Similarly, the compatibility of the innovation itself with the beliefs and values currently held by the potential user has an impact on the decision regarding adoption. If the values of the potential adopter are compatible with the innovation, adoption is more likely. The perception the user has

regarding the difficulty of the innovation also comes into play. If an innovation is

relatively simple to understand, it is more likely to be implemented. The ability to use an

innovation or parts of an innovation on a trial basis also increases the rate of adoption,

because the degree of uncertainty the user has can be reduced by simply trying the

innovation out. Finally, the visibility of the results affects whether or not an innovation

will be adopted. If the results of the implementation of the innovation are visible,

likelihood of adoption increases (Rogers, 1962).

Table 1. Ten Assumptions of Change

Assumption Category	Assumption of Change
Cause of Change	1) Change occurs through everyday activities, so daily activities must be focused on and considered in order for changes to be noticed. [1,2] 2) Problems instigate new learning, and so are the sparks for change.[1,2,4] 3) Learning comes from beyond a system because the paradigm upon which that system operates blocks knowledge of what would otherwise seem obvious. [2,4]
Process of Change	1) Change is a cyclic process that takes time. [1, 2, 3] 2) Change cannot be forced. [1,2] 3) While some parts of change can be predicted and planned for, others are unpredictable. [1,2,3]
Individual Involved in the Change	1) Everyone is involved in change. [1,2,3] 2) An individual can only change his or her beliefs, but personal changes affect everyone through interactions. [1] 3) Small-scale changes, on an individual level, must be made to change an institution. [1] 4) In order to facilitate a change, perceptions of the change must be realized. [3]

Note. (1) Adapted from "A Place to Stand: Essays for Educators in Troubled Times. Surviving Innovation, Volume 1," by M. A. Clarke, 2003, Ann Arbor: The University of Michigan Press. Copyright 2003 by The University of Michigan Press.
(2) "Change Forces: Probing the Depths of Educational Reform," by M. Fullan, 1993, New York: Falmer Press. Copyright 1993 by Falmer Press.
(3) "Change in Schools: Facilitating the Process," by G. E. Hall, G.E and S. M. Hord, 1987, Albany, NY: State University of New York Press. Copyright 1987 by Falmer Press.
(4) "The Structure of Scientific Revolutions," by T. S. Kuhn, 1962, Chicago: University of Chicago Press. Copyright 1962 by University of Chicago Press.

The second characteristic of change affecting the adoption or rejection of an

innovation is the characteristics of the adopter. Rogers (1962) describes five categories of

adopters. The first are the *innovators*. These people are the first ones to adopt. Therefore,

they face a great degree of uncertainty, and they are provided with no feedback. Since

they adopt so readily, they control the flow of information about the innovation. The second category of adopters is *early adopters.* These people are the second to adopt and so they influence others' opinions of the innovation. They are sought after by later adopters, because they are regarded highly. This group of adopters can increase the innovation's adoption rate. Next are the *early majority*. These people are willing to adopt, but only just before the majority of others do so. The *late majority* are the skeptics. These people only adopt because they are pressured to implement the innovation. Their delay in adoption results from a need for much of the uncertainty about an innovation to be removed. Finally, there is a group referred to as the *laggards*. This group carries a negative stigma, as can be gleaned from the label given to those who fall into this category. Laggards are the last to adopt an innovation because they are constantly focusing on what was done in the past. Often they wait so long to adopt that a new innovation has taken the place of the innovations that they are adopting. Laggards are often isolated and have little or no support.

The final characteristic of change that impacts the adoption or rejection of an innovation is referred to as Stages of Concern (Hall & Hord, 1987; Hord, 1990; Hord et al., 1997). The stages of concern deal with universally expressed concerns that appear as an innovation is introduced and adopted. Stages often overlap, but usually occur in order. As concerns of one stage are addressed, new concerns about another stage intensify. Each level of concern is categorized into one of three headings related to the individual adopter (stages 0-2), the management of the innovation (stage 3), or the impact of the innovation (stages 4-6).

Each individual stage has unique characteristics. Stage zero is called the awareness stage. At this stage, the individual has no concerns about the innovation because it is not being used. Therefore, there is no perception that the innovation has any personal impact. During the informational stage, also referred to as stage one, the adopter is seeking information about the innovation. At stage two, the personal concerns stage, the individual has concerns about the personal impact the innovation will have. The next stage, stage three, is called the management stage. It is at this time that the adopter considers how the innovation can best be managed. Concerns about management of time, materials, grouping, or other necessary components arise. Stage four, the consequences stage, is the point at which the adopter tries to improve the impact of the innovation on the students. The collaboration stage, stage five, involves teachers working together to improve instruction. During stage six, refocusing, the adopter makes major changes to the innovation. These changes can be so drastic that they may result in a new innovation. It is rare for an adopter to ever reach the collaboration and refocusing stages because innovations are typically discontinued before this point.

It is worth noting that Roger's theory (1962) assumes that change is a steady state in which the innovation is the catalyst, while Fullan's theory (1993) considers change as a process. Although Roger's seminal piece has much validity, Fullan's theory aligns with the more current sociocultural construct. In other words, the social context must be considered as an additional factor in the willingness of an adopter to adopt, for instance.

Understanding the basis for change by examining these and other theories that inform this field can lead to greater insight about the current state of education, the

reasons that education is in a constant state of reform, and reasons for resistance to those

reform efforts.

Table 2. Characteristics of Change

*Characteristic 1: Factors Affecting the Decision to Adopt or Reject an Innovation
1) The perception that the innovation has advantages over the old way.
2) The compatibility of the innovation with the beliefs and values held by the adopter.
3) The perceived difficulty of the innovation.
4) The ability to use the innovation or parts of an innovation on a trial basis.
5) The visibility of the results

*Characteristic 2: Characteristics of the Adopter	
Adopter Category	*Adopter Characteristics*
1) Innovators	• the first people to adopt • face a great degree of uncertainty • control the flow of information about the innovation
2) Early Adopters	• the second people to adopt • influence others' opinions about the innovation • can increase the innovation's adoption rate
3) Early Majority	• willing to adopt just be for the majority of others do
4) Late Majority	• skeptics • adopt because of pressure to do so • uncertainty about an innovation must be removed
5) Laggards	• last to adopt an innovation • constantly focus on what was done in the past • isolated • little or no support

**Characteristic 3: Stages of Concern		
Stage #	*Name of Stage*	*Characteristics of Concern*
0	Awareness	No concerns about the innovation because it is not being used
1	Informational	Information about the innovation is sought
2	Personal Concerns	Concerns about the personal impact of the innovation
3	Management	Consideration about how the innovation can best be managed
4	Consequences	Improving the impact of the innovation upon the students
5	Collaboration	Teachers work together to improve instruction
6	Refocusing	Major changes to the innovation resulting in a new innovation

Note. *From "Diffusion of Innovation," by E. M. Rogers, 1962. New York: The Free Press. Copyright 1962 by The Free Press.
** From "Taking Charge of Change," S. M Hord, W .L Rutherford, L. Huling-Austin, and G. E. Hall, 1997, Austin, TX: Southwest Educational Development Laboratory. Copyright 1997 by Southwest Educational Development Laboratory.

Changes in School

Schools determine the social order of the future, and they must do so responsibly.

Society is in a constant state of change, but schools have historically failed to keep pace

(Dewey, 1937). Skills taught in schools are antiquated and typically do not meet the

needs of the student population (Beverage, 2003; Brandt, 1991; Dewey, 1937). It is

estimated that approximately 30% of school-aged children are considered at-risk for dropping out of school, being under-prepared to join the workforce, and lacking the skills needed to succeed in college (Hord, 1990).

One of the reasons that schools are not meeting the needs of students is that we all view life on a daily basis. As we live in the world day after day, our perception leads us to believe that things are static and that change is not needed. Yet, a great number of students are not being served by the paradigm that guides education, and that number is rising even if the increase is not readily apparent (Brandt, 1991). These at-risk students are the anomalies that the current educational paradigm is not able to serve. For this reason, the field of education is in a state of crisis, even if the crisis is not yet being adequately addressed.

In order to end the crisis, calls for educational reform abound. Still, regardless of the curricular, pedagogical, or technological innovations that are employed in this reform effort, teachers can be observed resisting change. When resistance is cited in educational literature, the discussion often progresses in a particular direction. In fact, a search of the literature in any educational realm would show evidence of resistance to change within that realm. And, the evidence of resistance within the realm would reveal similar reactions to proposed changes by the potential innovators. Two unrelated realms within education can serve as an illustration of this point. Consider content area reading and technology integration. A quick glance at the research surrounding content area reading might lead one to conclude that content area reading has been resisted by teachers for more than 30 years, because they misunderstand how content area reading relates to their

field, they have concerns about the amount of time implementation would take, their attitudes and beliefs do not coincide with concepts that fuel content area reading, they are not sure if they can implement it competently, and they do not have support (Bandura, 1977; Daisey & Shroyer, 1993; Enderline-Lampe, 2002; Epstein, 1980; Jacobs & Wade, 1981; Nourie & Lenski, 1998; Ratekin et al., 1985; Ross et al., 1992; Stewart & O'Brien, 1989; Vaughan, 1977). If you compare those reasons for resistance to the reasons cited for teacher resistance to technology integration, you will find some striking similarities. Teachers who vehemently resist the integration of technology into the curricula do so because they do not understand how to use the technology, integration is very time consuming, they have negative attitudes and beliefs about the effects of technology on student learning and equate technology use with play, they are unsure if they can effectively integrate technology, and they lack support (Bennett & Lockyer, 2004; Dahl, 2003; Hagood et al., 2002; King & O'Brien, 2002; Risinger, 1998; Stetson & Bagwell, 1999; Stone, 1998).

Integration of methods, procedures, or programs into a curriculum requires teachers to go through a process of change. The decision to adopt an innovation and the rate at which an innovation is adopted depends on many factors. Without support that addresses the needs of the adopter as they go through this process, the likelihood of resistance increases drastically (Clarke, 2003; Fullan, 1993; Hord et al., 1997; Rogers, 1962).

Resistance to Change

The concept of resistance to change in education may be one of the most misunderstood of social phenomena. When the lack of change in schools is discussed outside of educational literature—and sometimes even within it—teachers are often portrayed as willfully neglecting their duties to their students because they are lazy and do not want to do the work that is required to change. However, if the reasons that are given for resistance to change are analyzed closely, it becomes obvious that these reasons for resistance relate to the environment in which the change is being introduced or closely tie into the three characteristics of change which affect the adoption or rejection of an innovation.

Many factors come into play when an innovation is introduced. One of the most fundamental is the environment of the school, which includes the level of support that the innovation is introduced into. An innovation that is introduced into a supportive environment has a better chance of being adopted by teachers. In contrast, innovations that are introduced into an unsupportive environment will not be adopted. In fact, the level of support in an environment is such a powerful factor that an unsupportive environment may not only squelch a change effort, but it can cause teachers to leave the school or the profession altogether (Kane & Darling, 2002). Examples of reasons for resistance that would fall into this category are a lack of support, inadequate resources, and a resistant environment (Akmal & Miller, 2003; Finn, 1997; Kane & Darling, 2002).

Resistance to change can also be linked to the conditions surrounding the factors affecting the decision to adopt. Perception of the advantages of the innovation is one

factor affecting the decision about adoption. Resistance is found when teachers do not see an advantage in implementing an innovation, and so have a lack of incentive to take on the extra work (Hartzell, 2003). Teachers who express that they don't agree with the principles of the innovation are actually expressing that there is a lack of compatibility between their beliefs system and the principles that guide the innovation, another factor that increases the likelihood of adoption (Hartzell, 2003; Muijus & Reynolds, 2002; Nelson, 1991). The teacher's perception of difficulty in using the innovation can also cause resistance. This usually appears when a teacher lacks confidence in their ability to be effective while using the new innovation (Enderline-Lampe, 2002). Furthermore, if a teacher does not have the ability to try out the innovation in part or whole, resistance is common. One reason for this is that there is a great deal of uncertainty about the effects of the innovation. Bruce (2002) states that teachers may over-estimate the short-term impact of a change and become disappointed when their expectations are not met. The result is an underestimation of long-term effects, which causes resistance. Finally, when the results of implementing an innovation are not visible, teachers will typically resist implementation. In fact, they do not feel a sense of urgency because it is not obvious how the innovation will enhance their teaching (Kane & Darling, 2002).

The characteristics of the adopter may also result in resistance to change. Although the innovators and early adopters are probably less likely to resist change, the personality aspects of those who do not fall into these two categories may cause them to resist change to varying degrees. Those who fit into the early majority are very purposeful people, which means that they must be certain that the change will be

advantageous and will have a positive impact before they adopt it. People in the early majority may resist change until they think the degree of uncertainty is acceptable (Kane & Darling, 2002). Those in the late majority are seen as skeptical of change and are often pressured into changing. This pressure can lead to a feeling of resentment because the implication of applying pressure in order to encourage a change is that the teacher, in some way, is not doing something right (Kane & Darling, 2002). Those referred to as laggards are considered to be traditionalists, because they always refer back to the ways things were done in the past. People in this category often fail to take new innovations seriously, because of the annual adoption cycle that schools so often employ. The cycle begins with the introduction of an innovation and an initial training. After the training, teachers are expected to implement the innovation. Often without resources or support. Usually teachers respond by neglecting the implementation or only incorporating components into their classrooms as they see fit. When the school evaluates the outcomes of the innovation based upon their expectations about how the innovation should be implemented, they are often disappointed in the results and deem the innovation ineffective. The innovation is quickly discarded and a new innovation is introduced that takes its place. The simple fact is that laggards have seen this cycle of adoption occur almost annually. So, when any innovation is introduced, they remain unconvinced that it will last (Hord et al., 1997).

As Hord et al. (1997) describes, teachers move through stages of concern as they are introduced to and subsequently implement an innovation. In order to progress in the implementation, their concerns must be addressed at each stage of concern. When there

are inadequate or inappropriate responses to the concerns they have, resistance becomes apparent, especially when the teacher is seeking information during stage one, or is worrying about the personal impact of the innovation will have in stage two. As teachers are gathering information about an innovation during stage one, there are two main concerns that result in resistance. There is a high level of uncertainty about all of the aspects of the proposed change or innovation. Until these uncertainties can be addressed, the vast majority of teachers will resist change. Also common are misconceptions or misunderstandings about the innovation or proposed change (Daisey & Shroyer, 1993). During stage two, teachers are concerned with the impact the change will have on them personally. Concerns that are commonly associated with this stage center around three main areas. The first is a perceived loss of control. Changes often require shifts in the roles assumed within a classroom. These shifts can cause the teacher to feel as if he or she no longer has control of the classroom. Second, teachers may be concerned about losing their power. This can happen through a loss of autonomy as the teacher is told they must change. This might also occur if the teacher finds that he or she is no longer the most knowledgeable member of the classroom (Hartzell, 2003; Richardson, 1998). These types of concerns can make a teacher very uncomfortable and result in a high degree of resistance. Third, the teacher may resist change because changing involves great effort, and usually calls for change do not hold any incentive to motivate teachers to invest a great deal of effort for the change to occur (Hartzell, 2003).

Overcoming Resistance to Change

There are instances when an innovation has an advocate that increases the likelihood of implementation or teachers are highly motivated to use an innovation. In these cases, resistance to implementation may be minimal. However, frequently when an innovation is implemented in the school system, teachers show resistance. Although resistance to change in education is often regarded negatively, close scrutiny of the reasons for resistance reveals that when teachers resist change, they do so because they are in an unsupportive environment, the conditions for change are not optimal, they are being cautious about implementing a change, they have concerns about the change, or any combination of these factors is true (Akmal & Miller, 2003; Enderline-Lampe, 2002; Finn, 1997; Hord et al., 1997; Kane & Darling, 2002).

Often, resistance to using an innovation results in the innovation not being used fully. Therefore, when the effectiveness of the innovation is assessed, no significant differences are found between the quality of education before the innovation was implemented and while it was being used. One of the main causes of this is that the process of implementation remains unrecognized. As teachers adopt an innovation, they move through several stages of proficiency. A lack of proficiency may be misconstrued as resistance. It is not likely that an innovation will be implemented in the ideal way when it is first introduced. What those who evaluate the effectiveness of the innovation fail to consider is the stage of proficiency at which teachers are functioning as they implement the innovation, and the extent to which the teacher is using the innovation. An innovation will not be as effective if it is only being partially used, or if it is not used at

all. Without this knowledge, the assessment of the innovation is incomplete, and leads

those who are conducting the evaluation to believe that the innovation is ineffective. This

belief often results in the discontinuation of the innovation. Perpetual cycles of adopting

and discontinuing innovations leave teachers with the impression that innovations are

only short-term, and change is unnecessary (Hall & Hord, 1987; Hord et al., 1997).

If the use of the innovation is to last, each of the sources of resistance must be

addressed. Hall and Hord (1987) take this notion a step further and assert that if

resistance is to be overcome, the teachers' needs must be known, and action must be

taken that addresses those needs. Though schools often attempt to meet the needs of the

teachers as the innovation is being introduced by providing a brief training, support is

often lacking beyond that point. Even if support was offered, each teacher's individual

needs should be identified and attended to.

Concerns-Based Adoption Model

The Concerns-Based Adoption Model (CBAM) is an approach that provides a

framework for identifying the needs of the innovation adopter. The CBAM originated

with Fuller's work about concerns of student teachers (1969). Initially, her model

described four types of concerns that pre-service teachers held. Fuller later expanded

upon her work to include two more categories of concerns (1972). The concepts and

categories presented by Fuller were later expanded upon in the book *Change in Schools:*

Facilitating the Process, written by Hall and Hord (1987).

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The CBAM uses the principles of change and resistance to change in order to determine the best way in which to provide support through the adoption process. The CBAM is a model that can effectively be used in a school setting when changes are sought. There are seven underlying assumptions upon which the CBAM is based (Hall & Hord, 1987).

The first assumption upon which the CBAM is based is that the personal perception of the teacher involved in the change is imperative. Since change has a personal impact upon the adopter, the viewpoint of the adopter is of key importance. If the innovation is not introduced at a suitable time or place, if the teacher does not understand the innovation, or if the innovation is seen as unnecessary, it is highly unlikely that the innovation will be implemented.

The second underlying assumption of the CBAM is that, "change is a process, not an event" (Hall & Hord, 1987, 8). The adoption of new innovations, where a new innovation replaces the innovation that was introduced during the previous year, takes place almost annually in schools. The adoption cycle is a common occurrence that makes it difficult for teachers to take a new innovation seriously. Moreover, the implementation of an innovation takes time. So, the innovation that is replaced by a new innovation after only a short period of time is not able to meet its potential.

The third assumption of this model is that occurrences throughout the change process can and should be planned for. Though other researchers claim that it is impossible and futile to attempt to anticipate all of the occurrences during the change process (Clarke, 2003; Fullan, 1993), Hall and Hord (1987) believe that anticipation of

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occurrences is necessary. In their view, many facets of the change process can be predicted. Therefore, if a change is warranted, planning for the events that happen during the process is a requisite.

The fourth assumption upon which the CBAM is based is that innovations can be about either the programs or the processes. When an innovation takes the shape of a product, it is actually a new creation, or product, that is being introduced. This may include new curricular resources, a different textbook, or other new teaching materials. An innovation that is a process emphasizes a new approach to how things are done. New procedures, techniques, strategies, or other methods used are implemented with this type of innovation.

The fifth assumption of the CBAM is that not only should procedures for introducing the innovation be considered, but so too should the procedures for implementing the innovation. Even though the procedures for developing an innovation are comparable to those used to implement an innovation, the procedures for implementation are rarely specified. If a change is to be successful, discussion of the implementation process is essential.

The sixth CBAM assumption is that change within the individual is the first step to an overall change. Since change affects the adopter in ways that are personal, the individual is the key element in the process. It is for this reason that each individual adopter must be considered, their needs must be addressed, and their process of change must be understood.

The final assumption that the CBAM is based on is that anyone involved in the process can assist in the change. Often administrators are believed to be the only ones who are responsible for establishing and supporting change. However, the responsibility for a change involves each individual, because each individual is of key importance if the change is going to happen.

Components of the CBAM

Many factors come into play when a change is being implemented. Interaction between components can determine the success or failure of an innovation. In the CBAM model, nine components involved in the change process are accounted for. The most important factor in the CBAM model is the *change facilitator*. The change facilitator is the person who supports others based on their needs in order to implement change. Those who are being supported are the *users* and *nonusers* of the innovation. In order to meet the needs of the innovation's users and nonusers, the change facilitator must draw upon a *resource system*, which may include material items or other people who can assist in the change process. The change facilitator must *probe* users and nonusers in order to determine the needs that must be met. Probing allows the change facilitator to determine each adopter's *stages of concern, level of use,* and *innovation configurations*. Stages of concern provide insight into the types of concerns the users and nonusers are having about implementing the innovation. Levels of use offer information about the actual behaviors that are occurring in the classroom with regard to implementing the innovation. Innovation configurations show the different variation of implementation of each critical

component comprising the innovation. This diagnostic information provides insight into the types of support that are necessary to produce the desired change. Developing *interventions* based upon the diagnosis allows the change facilitator to take appropriate action to support the adopter. The *context* is the final component in the CBAM model. The context in which a change is introduced presents a unique set of circumstances, within which the change facilitator must work. These circumstances can encourage or squelch a change effort. Figure 1 shows the interaction between each element in this model (Hall & Hord, 1987).
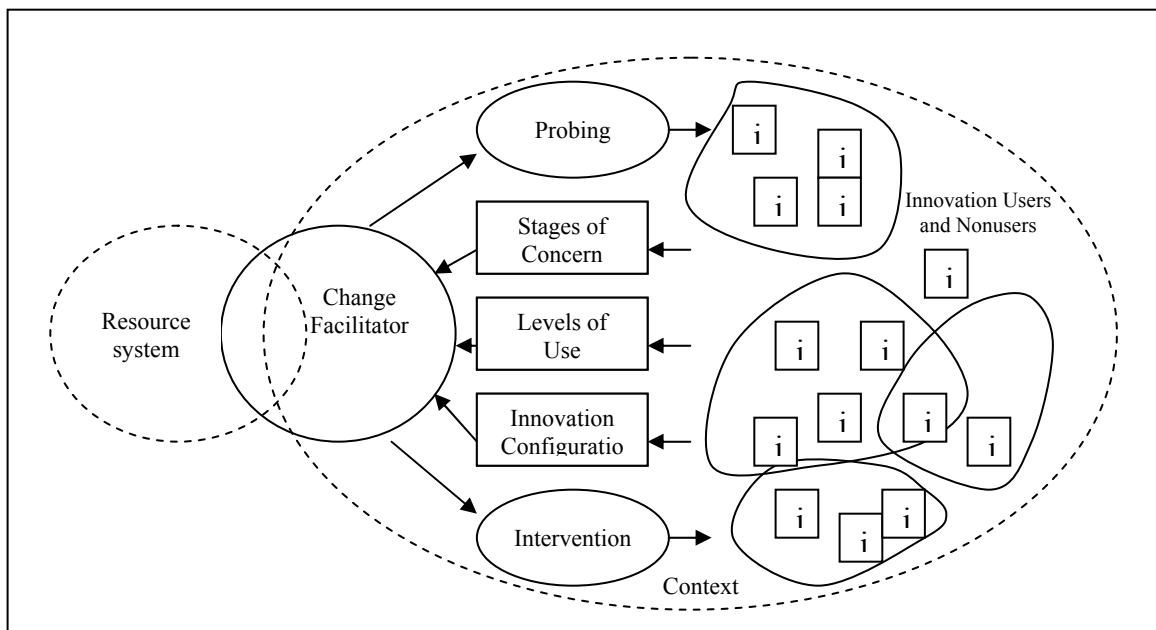
Figure 1. The Concerns-Based Adoption Model[1].

The CBAM model provides a framework within which a change can be effectively facilitated. Each component of the CBAM model affects each of the other parts of the system. Since change is a process, teachers' needs are in the constant state of

change. Evolution of these needs must be recognized. Through constant probing and adjusting to changes within the system, the change facilitator can support users and nonusers during the implementation of an innovation (Hall & Hord, 1987).

Conclusion

Only by considering all of the necessary components of change can we truly understand teacher resistance to change. Though teachers are often criticized for resisting change, the reasons they do so are related to their school environment, how optimal the factors affecting adoption decisions are, the characteristics of the adopter, and the concerns the adopter has. Resistance to change is an occurrence that can be generalized to all aspects of education. Similar reactions to change are noted throughout the literature that discusses content area reading, technology integration, multicultural education, and the integration of subject areas, among a vast array of others. Though resistance is common and widespread, the CBAM offers a framework that can be used to address that needs of those involved in the process of change, thereby combating resistance.

CHAPTER 3

METHODS

The purpose of this pre-experimental, mixed method study was to examine the

process of change that participants underwent as they successfully completed an online

content area reading course that followed the principles of content area reading, and was

designed for pre-service and in-service secondary social studies teachers. An examination

of the process of change as in-service participants subsequently attempted to implement

content area reading into their classrooms also took place. My intent was to answer the

following four questions, of which the first three are quantitative and the last is

qualitative:

1. To what extent do the attitudes of pre-service and in-service social studies teachers

   enrolled in an online content area reading course change toward content area

   reading between entry and exit of the course?

2. Is there a correlation between the perceptions pre-service and in-service social

   studies teachers have toward taking a course in an online mediated environment and

   their attitudes toward content area reading?

3. Is there a correlation between the levels of use of content area reading for in-service

   social studies teachers who have successfully completed an online content area

reading course and their self-reported attitudes toward content area reading upon

exiting the course?

4. What characterizes the process of change as pre-service and in-service social

studies teachers learn about, and in-service social studies teachers implement,

content area reading into their curriculum?

In order to more completely answer the final question, four sub-questions were

explored. These sub-questions provided further insight into the processes that social

studies teachers who have successfully completed an online content area reading course

underwent as they were faced with the decision to integrate content area reading in their

curriculum. The four sub-questions are:

a) What concerns do pre-service and in-service social studies teachers have as

they learn about content reading?

b) At what level of use do in-service social studies teachers who previously

took an online content area reading course integrate reading into their

curriculum?

c) What are some variations of use employed by in-service social studies

teachers who previously took an online content area reading course when

content area reading is implemented?

d) How do in-service social studies teachers understand their practice after

they have completed an online content area reading course?

Research Design

This study used a "sequential explanatory design" (Creswell, Clark, Gutmann, & Hanson, 2003, 223). The study began with the collection and analysis of quantitative data. After the quantitative data was collected, the collection and subsequent analysis of qualitative data was begun. The qualitative data was given priority throughout the study because it provided greater insight into the process of change that participants underwent as they attempted to implement content area reading into their social studies courses. The quantitative and qualitative data were combined during various parts of the analysis (Creswell et al., 2003).

The first research question was quantitative and focused on the attitudes that students who were enrolled in the online content area reading course had toward content area reading. This question was answered using data collected using a pre- and post-surveys that were completed at the beginning and end of each semester during which each participant was enrolled. The directional hypothesis was that there would be a significant, negative change in participants' attitudes between entering and exiting the content area reading course. This hypothesis was based upon the finding of Daisey and Shroyer (1993) and Richardson et al. (1991). Researchers in both of these studies reported that students who participated in content area reading courses developed negative attitudes toward content area reading because of, or in spite of, the course they were enrolled in.

The second quantitative research question focused on the participants' attitudes toward content area reading in relation to their attitudes toward taking a course via the

Internet. With this question, I determined whether participants' attitudes toward content area reading correlated with their attitudes toward taking a distance learning course. The directional hypothesis was that the attitudes held by participants about distance learning would correlate with the attitudes participants developed toward content area reading. This was based upon the findings of Pascarella et al. (1996) and Yellen (1997-1998). Studies conducted by these researchers showed that perceptions of students enrolled in distance learning courses strongly correlated to their success in the subject.

The third quantitative question was concerned with participants' self-reported levels of use of content area reading in their classrooms after successfully completing the content area reading course, in relation to their self-reported attitudes toward content area reading upon exiting the course. The directional hypothesis was that that there would be a significant, positive correlation between participants' levels of use and their attitudes toward content area reading at the conclusion of the course. This hypothesis was based on research that suggests that a teacher's attitudes and beliefs often guide the instructional decisions made in a classroom (Epstein, 1980; Ross et al., 1992; Vaughan, 1977).

The fourth question guided the qualitative inquiry. The intent of this inquiry was to determine the characteristics of the change process as participants learned about content area reading, and participants who were actually teaching were faced with while implementing reading into their curriculum. In order to fully describe this process, four sub-questions were explored.

The first sub-question involved the concerns that participants had as they learned about content area reading. This question was answered by analyzing participants'

responses when asked what concerns they had about content area reading at the conclusion of the content area reading course in which they were enrolled. The instrument used to collect these data, called an Open-Ended Statement of Concern (Hall, George, & Rutherford, 1998), was administered when the final module of the course was posted. The Open-Ended Statement of Concern can be found in Appendix A. This instrument was chosen because Stages of Concern comprise one critical component of the CBAM.

The second sub-question that was explored dealt with participants' self-perception of behaviors exhibited with regard to content area reading. I conducted semi-structured interviews with participants who had completed the content area reading course and were teaching in a secondary social studies classroom in order to determine at what level these participants self-reported using content area reading in their classrooms (see Appendix B). These interviews were conducted based upon a flowchart developed by Hord et al. (1997). Answers to the interview questions indicated the participant's self-reported levels of use of content area reading. There are a range of behaviors that describe these levels of use (Hord et al., 1997). Table 3 provides an explanation of these behaviors. Levels of use comprise another critical component of the CBAM, which was the rationale for including the levels of use interview in this study.

The third sub-question that was investigated involved innovation configurations, or the variations in the reported ways participants were using content area reading in their classrooms. In order to answer this question, I determined the important components of content area reading as explained in the literature. Using this information, I developed an

IC Component Checklist, as described by Hord (1986) and Heck, Stiegelbauer, Hall, and Loucks (1981). The IC Component Checklist can be seen in Appendix C. The IC Component Checklist is a recursive instrument because it emerges with the data. The initial checklist was coupled with the various ways these components may be implemented in a classroom, determined from participants' responses to an informal interview (see Appendix C) adapted from Hord et al. (1997) and Loucks, Newlove, and Hall (1975). The guiding questions in this interview were developed to focus on the critical components of content area reading as addressed in the online content area reading course and literature that informs the field (Santa et al., 1996; Schmar-Dobler, 2003; Alvermann & Phelps, 2002; Billmeyer & Barton, 2002; Roe et al., 2001; Tovani, 2000).

The final sub-question focused on how in-service social studies teachers understood their instructional practices after they had completed an online content area reading course. Many factors influence instructional decisions, not the least of which is the teacher's perspective. According to Noblit (1999), the participants' perspectives are the basis for interpretivist research because this type of research seeks "an explanation for social or cultural events based upon the perspectives and experiences of the people being studied" (95). To answer this question the attitudinal data collected at the beginning and end of the course was synthesized with the data collected about the participants' stages of concern, levels of use, and innovation configurations to develop a descriptive explanation of the instructional practice with regard to content area reading (Noblit, 1999; Spicer, 1976).

Treatment: The Course

The treatment for this study was the required online content area reading course

that participants completed. This course is offered at both the undergraduate and graduate

levels. The syllabi for these courses can be found in Appendices D and E. The course

design was intended to facilitate the integration of high-quality literacy instruction into

pre-service and practicing social studies teachers' classrooms and enable them to assist

their secondary students in developing solid literacy skills in the social studies. It is not

designed to produce reading teachers, but rather to encourage the skills necessary for

secondary social studies teachers to incorporate reading into their curriculum.

Table 3. Levels of Use

Level #	Name of Level	Description of Behaviors Within Level
0	Nonuse	• Adopter knows about the innovation, but does not plan to use it. • Adopter does not want to learn more about the innovation.
1	Orientation	• Adopter is learning more about the innovation. • Adopter expresses that they will use the innovation in the future. • No timeline for use is given.
2	Preparation	• A timeline for using innovation is given. • Information gathering is still occurring.
3	Mechanical Use	• Adopter is using the innovation. • Management and time issues are being struggled with. • Ideal is known, but the adopter is not yet proficient.
4a	Routine	• Adopter uses the innovation routinely. • No changes are desired, unless they are minor.
4b	Refinement	• Management concerns are not source of change.
5	Integration	• Changes are made for the students' benefit. • Peer teachers regularly collaborate.
6	Renewal	• Adopter considers immense changes based on student needs. • If changes are implemented, it would probably constitute a new innovation.

Note. From "Taking Charge of Change," by S. M. Hord, W. L. Rutherford, L. Huling-Austin, and G. E. Hall, 1998, Austin, TX: Southwest Educational Development Laboratory. Copyright 1998 by Southwest Educational Development Laboratory.

Thirteen major topics appeared in this course, each topic comprising a module. Every module contained background information, a purpose-setting assignment, a vocabulary-development assignment, application of the material, a study guide, and a quiz. The background information was included to help the participants access the prior knowledge they had about the topic. The assignments were intended to provide participants with experience using various reading strategies and allow them to see variations in their use. The application of the material focused on how to apply the topic to a course project. The study guide and quiz tested their literal level of understanding of the material.

At the beginning of the semester, participants were randomly divided into small groups. Group members shared their completed assignments through a group file exchange component of Blackboard (1997-2005). Each participant compared his or her assignments to each other group members' assignment. Group members then responded to the module's readings and assignments, noting similarities and differences in assignments, questions about the content, and observations about how the strategies may be altered, among others. A portion of each participant's grade was derived from group members' evaluations of their participation based upon the timeliness of assignment submissions, feedback on assignments and projects the participant provided to each member of the group, and ongoing involvement in weekly online discussions.

In addition to the modules and group interaction, participants were expected to complete a course project. Participants in the undergraduate level of the course were to complete two single-day lesson plans. In the graduate level of the course, participants

completed a multi-day lesson plan that covered five days of instruction. These projects served as the application component of the course. Participants were expected to follow the guidelines of content area reading while planning social studies lessons. Before a final draft of the project was submitted for grading, group members exchanged their projects and provided feedback to one another.

Finally, in the graduate section of this course, participants wrote a reflective paper about the process they underwent as they developed their multi-day lesson plan. The purpose of this paper was to allow the participants to examine the evolution of their thought processes throughout the course as they interacted with the course content. The following sections provide a brief overview of the content presented in each module.

Course Introduction

The first module each semester was a three-hour, in-person class that met in a computer lab at the main campus of the University of South Florida. This initial meeting was designed to: familiarize participants with Blackboard (1997-2005), the online delivery system that was used for this course; teach participants how to navigate the course, submit assignments, and use the discussion board; offer participants an opportunity to learn more about each other and the course instructor; complete the attitudinal pre-survey about content area reading (see Appendix F); and instigate thought about something each participant had learned and the process the participant went through as their skill level increased. For those who were unable to attend the person-to-person class meeting, there was a comparable module available online.

Reading in the Social Studies

The second module, *Reading in the Social Studies,* was an overview of content area reading. Participants were first directed to complete an assignment that asked them to take on the perspective of a secondary student who is struggling in a social studies course and make suggestions to the teacher about how they could be helped. Participants were then directed to a website entitled *Reading Quest: Making Sense in the Social Studies* (1998). This website presents a rationale for content area reading in the social studies, the principles of content area reading, and a variety of resources that can be used in a social studies classroom.

This module provided the foundation for the remainder of the course. It offered a sound rationale and the reasons that reading is an integral part of social studies instruction. Participants were also given resources from the National Council for the Social Studies (NCSS) that supported them as they learned to plan effective instruction.

Content Area Reading and the Principles of Learning

In this third module, participants were asked to think about how people learn. Initially, each participant was asked to write specific directions for a task. By completing this assignment, participants learned how important it is to give specific directions. From this point, the readings discuss some of the principles of learning, such as the activation of prior knowledge, purpose setting, and metacognition. Some of the readings also focused on the importance of recognizing the structure of the text, and how strategy instruction can be used to enhance learning. Participants were given practical examples

that showed how content area reading can be effectively integrated into the content area classroom.

Three Interactive Elements of Reading

The interaction between the reader, environment, and text features was the focus of this module. Participants were shown that there has been a shift in beliefs about reading. No longer can reading be considered an internal process. Evidence that reading is an interactive construction of knowledge was presented. Strategies that can be used to access prior knowledge, think metacognitively, develop vocabulary, and recognize text structure were offered.

Participants were given a problematic situation that they may face in their early years of teaching and asked to respond to the situation prior to beginning the module. After participants completed the module, they were asked to revisit their responses and determine if they would revise them based on what they had learned. Participants were also provided with a partially-completed concept map at the beginning of the module. As they read the texts, they were directed to finish the concept map. The purpose of the concept map was to help them determine the relationships between the concepts presented.

Assessment in Reading

A number of issues concerning assessment and reading were addressed in this module. First, participants were exposed to the controversy surrounding the use of high-

stakes testing and the inability of these measures to evaluate the full depth of the reading process. The use of the FCAT to measure reading ability was specifically considered as participants learned about how secondary students are asked to respond to various types of questions and how their scores are determined on the FCAT, as well as how the FCAT relates to the social studies in spite of the fact that social studies is not a subject area that is directly covered by this assessment. The benefits and limitations of alternative assessments, for example portfolios, were then addressed. Participants were also shown how to evaluate the suitability of a text using the FRY formula (Fry, 1977) and the text layout. Participants learned the purpose and steps in developing a CLOZE test (Taylor, 1953). Finally, alternate assessments for effectively assessing ESL students was attended to (Tannenbaum, 1996).

At the start of this module, participants were given a mind map that presented the categories of information. There were a number of blank spaces provided that allowed participants to fill in important information pertaining to each category. Vocabulary terms were taught by using a word sort (Vacca & Vacca, 1995), which is a strategy that requires students to categorize words based on their characteristics, meanings, etymology, or some other aspect. In this module the characteristics of each word were the basis by which they were sorted.

Vocabulary in the Social Studies

In the beginning of this module, participants were asked to think about how they were taught vocabulary when they were high-school students. Participants were then

directed to read an article about vocabulary in the social studies. The article discusses the

reason that vocabulary knowledge is a key factor in success within a subject, how

textbooks typically present vocabulary, how teachers often teach vocabulary, and what

vocabulary instruction should encompass in order to adequately develop the word or

concept. After reading the article, students discussed their experiences with vocabulary

instruction in relation to the ideas in the article. Additionally, participants were exposed

to numerous vocabulary development strategies. Participants completed a Frayer model

(Frayer, Frederick, & Klausmeier, 1969) in order to relate key concepts to their own

lives.

Strategic Teaching and Learning

In this module, participants were asked to discuss what their best teachers did to

make the content come alive for them. The readings for this module focused on how

metacognition can be promoted and how to plan lessons so that strategies used meet the

objectives that have been set.

This module tied the material from previous modules together. Participants were

exposed to lesson planning techniques that incorporated reading strategies from previous

modules, including prior knowledge, purpose-setting, metacognition, writing, discussion,

assessment, and vocabulary development.

Using Reading Strategies

To activate prior knowledge about this topic, participants began by thinking of the associations they made when they heard the words "reading strategies." During this module, participants were exposed to a large number of reading strategies. The strategies in this module are especially well-suited for the social studies. Participants also learned how to determine for which phase of their lesson—the beginning, middle, or end—each strategy is most appropriate. To develop the concepts further, participants completed a content frame for these three phases of a lesson, giving the definition of each and explaining which strategies are most fitting for the phase.

Comprehension Part 1

Three comprehension modules were presented based on readings from a book about comprehension (Tovani, 2000). They explored issues surrounding comprehension and provided strategies to help secondary students improve their comprehension. In the first comprehension module the participants delved into the issue of reading without understanding (Tovani, 2000). Then they were exposed to the six cuing systems, which are: the graphophonic system, or the system used to focus on letters, letter blends, and their corresponding sounds; the lexical system, which allows the reader to recognize words at first glance; the syntactical system, which focuses on sentence structure; the semantic system, or the system used to consider meaning; the schematic system, which determines how new information is organized in memory; and the pragmatic system, which is the system that is used as the reader considers the reasons the information is

important. These cuing systems are used by the reader as they attempt to understand the text (Tovani, 2000). During this module, participants were asked to complete a comprehension connector (Tovani, 2000), a strategy that is used to monitor and record the readers' thinking as they interact with the text. A graphic organizer was also provided that directed students to define comprehension (Harmon & Hedrick, 2000).

Comprehension Part 2

The second comprehension module offered a double entry diary (Tovani, 2000). This strategy allowed participants to track their thoughts as they read the text. Participants also completed concept definition maps (Schwartz & Raphael, 1985) to better understand the concept of fix-up strategies (Tovani, 2000). This module had three main objectives. First, participants were introduced to activities that were designed to increase comprehension. Participants were also shown how to recognize signs of confusion. Finally, fix up strategies, or strategies that can be employed if the reader realizes that comprehension is not taking place, were explained.

Comprehension Part 3

This module began with participants being asked to complete a coding sheet (Tovani, 2000); a strategy that allowed them to activate their background knowledge, identify what was confusing them, and discuss the important parts of the reading. In this module participants were exposed to ways in which higher level thinking skills can be cultivated. Participants learned about the importance of making connections (Tovani,

2000) and were shown ways in which connections are made. Next, the use of questioning was addressed. A discussion about the importance of questioning was coupled with techniques for effective questioning in this module, including the use of different levels of questioning, student-generated questions, and questioning in relation to the text, among others. Participants also learned about how inferences are made. To develop the concepts further, participants were asked to complete three concept circles (Billmeyer & Barton, 2002) that show ideas that are and are not related to the terms "connections, inferential thinking, and questioning."

Comprehension Part 4

The final comprehension module covered current trends in secondary reading, statistics regarding the average reading age of students entering high school, and reasons that reading is imperative for success in the social studies. Participants also learned about social interaction and the impact it has on reading comprehension. In this module, participants completed a concept definition map (Billmeyer & Barton, 2002) for the word comprehension. Considering all of the material covered, the characteristics of comprehension, and the strategies that participants were exposed to, participants developed their own definition of what comprehension means.

Research Skills

Evaluation is the highest level of thinking. When conducting research, especially when drawing upon resources from the Internet, secondary students must learn to

evaluate the information they are accessing. The focus of this module was the teaching of evaluation skills. Participants learned about each facet of evaluation that secondary students must be aware of when conducting online research. Critical reading was of key importance. Initially, participants were asked to complete an anticipation guide about using the Internet in the social studies classroom. Next, participants accessed a presentation about evaluating online resources. An activity packet to guide the evaluation process in the classroom was also provided. When this final module was posted, the participants were asked to complete the open-ended statement of concerns as well as the post-survey (Appendix G).

Sampling Procedures

This study used a sample of convenience (Kemper et al., 2003). The sample used in this study represents a segment of the target population because most participants were seeking some type of degree or certification in secondary social science education.

This study drew upon two related, and sometimes overlapping, populations. One population was secondary social studies teachers. The second population was comprised of those seeking a degree in social studies education and initial teaching certification. During the 1999-2000 school year, NCES conducted the Schools and Staffing Survey (SASS). From the data collected, it was estimated that there are currently about 165,351 secondary social studies teachers nationally. This number is about 5.5% of the total number of educators in the public education system (NCES, 1999-2000). Though there is no data about the current number of pre-service and in-service educators that are

currently seeking a degree in social studies education, further estimates from this study

reveal that among current educators approximately 75,837 earned a bachelor's degree in

social studies education, and approximately 18,704 earned a master's degree in the field.

Participants in this study successfully completed an online content area reading

course required for teaching certification in secondary social studies within the state of

Florida. Each participant was enrolled in my course at the University of South Florida. A

total of 75 students participated in this study over the course of four consecutive

semesters, those being fall, 2004; spring, 2005; summer, 2005; and fall 2005. Of the 75

participants, all of the data requested during the course (i.e., pre-survey, post-survey, and

open-ended statement of concern) were submitted by and successfully matched to 45 of

the participants. All data except the pre-survey were submitted by and successfully

matched to 4 of the participants. All data excluding the open-ended statement of concern

were submitted by and successfully matched to 15 of the participants. Eight of the

participants were matched only to the post-survey they submitted. Three participants

were interviewed but either did not submit any of the data requested during the semester

in which they were enrolled in the course or could not be matched to the data that they

submitted. For each survey or statement submitted, participants were asked to provide the

last four digits of their phone number so that all of their data could be matched after the

course was completed and grades were assigned. The post-survey was the only document

on which they were asked to record their names on the actual instrument. The method of

collecting data provides several possible explanations for the missing data. If the

participants recorded the last four digits of their phone number incorrectly, changed their

phone number during the semester, or recorded the last four digits of an alternate phone number on some or all of the documents, then some or all of the data submitted were unable to be matched to that participant's post-survey. Another reason that some of the participants could not be matched to their data is that they did not include any digits on some or all of the data submitted, making it impossible to combine the submitted data. A final explanation for the missing data is that the participant may not have submitted the requested data at all. Since the statistical analysis used in this study requires at least two sets of scores, participants who were only matched to their post-survey or who were interviewed but could not be matched to any other data are not included in the quantitative analysis.

Interviews were conducted with nine in-service teachers who had successfully completed the online content area reading course and were actively teaching. Of the nine participants who were interviewed, seven were teaching secondary social studies, one was teaching secondary English with a focus on history, and one was a teacher for visually impaired students in elementary school. The interview with the teacher for visually impaired students is not included in this study because her job function lies outside of the scope of this study.

<div align="center">Instrumentation</div>

Two quantitative instruments were used in this study. The first quantitative instrument is entitled, *A Scale to Measure Attitudes toward Teaching Reading in Content Classrooms* (Vaughan, 1977). The second quantitative instrument is an untitled survey

Table 4. Scoring Criteria for Attitudinal Scale

Response Type	Response Number	Response Value Based on Seven-Point Likert Scale
Positive Items	1, 2, 4, 6, 8, 10, 13, 15	7 6 5 4 3 2 1
Negative Items	3, 5, 7, 9, 11, 14	1 2 3 4 5 6 7

Note. From "A Scale to Measure Attitudes toward Teaching Reading in Content Classrooms," by J. L. Vaughan, 1977, *Journal of Reading, 20*(7), 608.

designed to measure attitudes toward online courses (Huang, 2002). Four qualitative

instruments were also used. They are the Open-Ended Statement of Concern (Hall et al.,

1998), the Levels of Use interview (Loucks et al., 1975), the informal interview (Loucks

et al., 1975; Hord et al., 1997), and the IC Component Checklist (Heck et al., 1981; Hord,

1986).

A Scale to Measure Attitudes toward Content Area Reading

During the initial semester when this course was taught, I used Vaughan's scale

(1977) as a method of evaluating the course. I continued to use it for this study because:

1) it is brief; 2) the author reports a high degree of validity and reliability for this

instrument; and 3) it could easily be administered in an online environment.

This survey uses a seven-point Likert scale designed to measure participants'

attitudes toward the integration of reading into their curriculum. There are 15 statements,

to which participants were directed to respond. Nine of the statements are positive, while

six are negative. After a total score was calculated for each participant, the participant's

attitude was classified based on the range within which their score fell. Tables 4 and 5

outline scoring criteria and scores that define each stratum based on the attitudinal scores.

Table 5. Calculation of Strata Based on Attitudinal Scores

Score Range	Attitude Strata
91 or higher	High
81-90	Above Average
71-80	Average
61-70	Below Average
60 or lower	Low

Note. From "A Scale to Measure Attitudes toward Teaching Reading in Content Classrooms," by J. L. Vaughan, 1977, *Journal of Reading, 20*(7), 607.

Validity

Internal validity refers to the extent to which a quantitative instrument measures what it intends to measure, and external validity is the ability to generalize the findings (Hunter & Brewer, 2003; Lincoln & Guba, 1985; Teddlie & Tashakkori, 2003). In order to determine the validity of Vaughan's attitude scale (1977), three types of validity were reported by the study's author; convergent validity, sensitivity to treatment, and discriminate validity. Convergent validity measures correlations among the indicators used by the instrument (Tashakkori & Teddlie, 2003). To measure the convergent validity of Vaughan's scale (1977), two groups with significantly different views about content reading were identified. This instrument was administered to each individual within the two groups. The mean scores of each group were then compared. A differences of 16.4 ($p < .0001$) was calculated. When scores on each item were compared, a statistically significant difference was identified ($p < .01$). The differences were in favor of the group that was identified as having a more positive attitude toward using reading in the content classroom.

To determine the sensitivity to treatment, Vaughan (1977) used the scale to detect changes in attitudes within students who participated in a graduate level course that was intended to introduce students to the concepts associated with reading in the content areas. This measure indicated a positive change ($p < .01$) in favor of the students enrolled in the course. Though other researchers (Daisey & Shroyer, 1993; Richardson et al., 1991) typically report increased resistance to content area courses during and after the completion of such courses, an occurrence similar to Vaughan's outcome was noted by Nourie and Lenski (1998). Their study indicated that students at Illinois University also showed increasing positive attitudes toward content reading after taking a content literacy course. Although contrary to some other studies, Jacobs (2002) offers an explanation for this phenomenon as she asserts that positive attitudes derived from taking a content reading course may result when pre-service and in-service teachers see how these literacy methods directly support their content.

Discriminate validity is a correlation measure that helps researchers to determine whether indicators are measuring the same thing (Tashakkori & Teddlie, 2003). To perform this validity test, participants responded to items from Vaughan's instrument, as well as to items on an instrument designed to measure attitudes toward education in general. Correlations between these two instruments ranged between .13 and .40, with a median value of .25. The low correlational values indicate that there is a difference in what the two scales measure. However, Vaughan (1977) does not report whether the scale measures attitudes toward content area reading. For this reason, I attempted to establish content validity for this instrument.

To establish content validity for this survey, I asked eight recognized experts in the field of reading to examine the items included on this survey in order to judge whether the items actually measure attitudes toward content area reading and to determine if each item was clear and understandable. Two of the experts surveyed wrote the textbooks used in the content area reading course that participants were enrolled in for this study. They both have numerous publications about teaching reading in secondary schools and are researchers and teachers within the field of literacy. Two of the experts that provided feedback about the survey have been Reading Resource Specialists in high schools within the School District of Hillsborough County for several years. As Reading Resource Specialists, they were responsible for training and supporting faculty in content reading within various disciplines. Two of the experts that rated this instrument have served as professors in teacher education within the field of literacy at major universities for several years. They both have a number of publications that focus on literacy in the secondary classroom. The final two experts who rated this survey have taught in literacy and social studies in public school systems, as well as content reading methods courses for pre-service and practicing social studies teachers at the university level.

The instrument that was used to determine the content validity of Vaughan's (1977) survey provided each of the 15 items that participants responded to and asked the expert to reply to two statements using a four-point Likert scale, where four meant that they strongly agreed, three meant that they agreed, two meant that they disagreed, and one meant that they strongly disagreed. The two statements to which they responded were: 1) This item assesses an attitude toward an important concept in content area

reading, and 2) This item is clear and understandable. The experts' responses were mixed. Appendix H provides the experts' responses reported by percent. Overall, 75% of the experts strongly agreed and 25% agreed that this survey included concepts that are important in determining the overall attitude a teacher has toward content area reading. However, only six of the fifteen items were rated by all of the experts as assessing an attitude toward an important concept in content area reading, indicated by responses of threes and fours. These items are numbers 1, 2, 6, 10, 12, and 13. One item, number 8, received high marks by all but one expert. Numbers 4 and 15 received a rating of 3 or 4 by 75% of the experts. Finally, six of the items, specifically numbers 3, 5, 7, 9, 11, and 14, all received mixed reviews by the experts. Item numbers 5, 7, 9, and 14, were rated by half of the experts with a score of 1, which indicates that they strongly disagreed that the items assess an attitude toward an important concept in content area reading. Interestingly, all of these same items, except number 9, were also rated by half of the experts with a score of 4, indicating that they strongly agreed that these items assess an attitude toward an important concept in content area reading.

In addition to rating each item based upon whether it measures an attitude toward an important concept in content area reading, experts also rated the clarity and understandability of each item. The results for this measure were more consistently positive toward the measure. Thirteen of the fifteen items were rated as clear and understandable by all of the experts, as indicated by scores of either three or four by at least 80% of the experts. Two items, specifically items 4 and 5, were rated by 62.5% and 75% of the experts as being clear and understandable, respectively.

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Although the experts agreed that overall this instrument includes concepts that are important in determining a teacher's overall attitude toward content area reading, the mixed results to individual items in the survey indicate that this survey should have been modified before data collection took place. Therefore, the data gathered using this survey should be interpreted with caution. The instrument to which each expert responded can be found in Appendix I, and an expanded table showing the results of the content validity survey with each expert's comments appears in Appendix J.

Reliability

The reliability of an instrument is concerned with the consistency of measures over time, and is typically a measure associated with quantitative instruments. It is necessary for an instrument to be reliable if it is to be a valid measure (Hunter & Brewer, 2003; Lincoln & Guba, 1985).

In order to determine the reliability of Vaughan's (1977) attitude scale, the internal consistency and stability of the instrument were measured and reported. The internal consistency was determined using Cronbach's Alpha, which resulted in a score of .87. With an acceptable score being between .7 and .8, this measure showed a high level of internal reliability for this attitude scale (Glass & Hopkins, 1996). To measure stability, Vaughan (1977) performed a Pearson Product-Moment Correlation. Based on this test, coefficients ranged from .66 to .89, .77 being the median score obtained. According to Anastasi (1976), both of these measures indicate a higher level of reliability than is typically reported for attitude scales.

To further establish reliability, I also estimated reliability for my sample using Cronbach's Alpha. From the data collected with the pre-survey, a score of .82 was established. The data collected with the post-survey yielded a score of .85. Both of these scores establish that this instrument has a high measure of internal consistency.

<p style="text-align:center;">*A Scale to Measure Perceptions of an Online Course*</p>

The second quantitative instrument that was used is an untitled survey designed to measure student perceptions about taking a course in an online mediated environment (Huang, 2002). This survey was used because it considers four important aspects of online learning. They are course interaction, which focuses on the interaction between students and/or the teacher; course structure, referring to the course design, including content and course requirements; learner autonomy, which considers the role of the student as a learner in the course; and interface, referring to the technology used to deliver, teach, and learn in the course. This survey uses a seven-point Likert scale with 27 positive statements that focus on each of these four aspects of online learning. Specifically, nine of the statements deal with course interaction, six concentrate on course structure, seven consider learner autonomy, and the remaining six regard interface.

Validity

In order to determine that an instrument is measuring what it is intended to measure, validity must be established. Yet, validity for Huang's untitled survey (2002) was not reported by the author. For this reason, I established the content validity for this

instrument. To establish the content validity, I asked five experts in the field of instructional technology and teacher education to review and rate the survey. Three of the experts who participated in rating the instrument are professors in colleges of education in renowned universities. One specializes in teacher education and educational technology, the second in teacher education and literacy, and the third in teacher education and ethics. One expert in the field is a doctoral student with a background in teacher education. This expert has taught various online courses at the graduate level and has worked as a teacher in a high school specializing in technology. The final expert used to rate this instrument is a veteran teacher of science and technology, and won Teacher of the Year in 1995. This expert serves as a webmaster for educational websites and as an educational consultant, in addition to conducting numerous technology training seminars.

Each expert reviewed the survey and was asked to respond to each item in four separate ways. First, the experts determined which of the four categories described above they believed the item best illustrated. The item was then rated on a scale of one to four, one representing a reaction of strong disagreement and four representing a reaction of strong agreement, in response to three statements. The first statement was, "This item measures an important best practice in an online distance learning environment." The second statement was, "This item measures an important student attitude toward an online course." The third statement was that the item was clear and understandable. Experts then had a chance to assign an overall rating to the instrument based on its reflection of best practices in an online distance learning environment and its effectiveness in rating student attitudes toward an online course. Finally, experts were

asked if they would add anything to the survey and also to provide any additional comments.

The results of the content validity survey overall were positive for this instrument. Appendix K provides the percentages of responses to the four ratings for each individual item as well as percentages of the overall ratings of the instrument. The first thing that experts were asked to do was to categorize each item into one of four aspects that characterize online distance learning. Categorization of each item into the learning aspects that they purport to measure yielded the following results. Of the 27 items, 6 items were correctly categorized by 100% of the experts, 8 were correctly categorized by 80% of the experts, and 5 items were correctly categorized by 60% of the experts. Of the remaining eight items, 1 was categorized correctly by 40%, 3 were correctly categorized by 20%, and 4 were not categorized correctly by any experts. One possible explanation for the items which had a low percentage of correct categorization comes from a comment made by one of the experts. The expert noted, "When answering about the category, usually I had a gut feeling right from the question, but then if I thought about it, I said I could see it falling into another category. For instance, discussions are obviously interactive; however, the instructor has to build discussion into the course structure. But, I just answered with what came to mind first." Although this assertion may not account for all of the discrepancy in the responses, it could provide a possibility for some of the discrepancies.

Experts were also asked to rank each item based on the degree to which they felt the item measured an important best practice in an online distance learning environment.

The results for this measure showed that of the 27 items, 24 items were rated with a 3 or a 4 by at least 80% of the experts. Of the remaining three items, item 26 was rated as a four by 20%, a 3 by 40%, and a 2 by 40%; item 5 was rated as a 4 by 40% of the experts, and the remaining ratings were each noted by 20% of the experts; and item 25 was rated a 3 by 40% and a 2 for 60% of the experts.

Experts were next asked to rate each item based on the extent to which they believed the item measures an important attitude toward an online course. In this measure, 23 of the items were rated at a 3 or 4 by a minimum of 80% of the experts. The remaining 4 items were rated a 3 or 4 by 60% of the experts, and 3 of these items were rated a 2 by 40% of the experts. In the final measure for each item, experts were asked if each item was clear and understandable. All items except number 16 were rated as a 3 or 4 by at least 80% of the experts. Item 16 was rated as a 4 by 40%, a 3 by 20%, and a 2 by 40% of the experts. Finally, experts were asked to provide an overall rating for the instrument based on its representation of best practices in an online distance learning environment and its ability to rate important student perceptions of online courses. Only three of the five experts answered these items. For the first overall measure, one expert rated the instrument with a three and two rated it with a four. For the second overall rating, one expert rated the instrument as a 2, while two rated the instrument as a four.

The high ratings that each item received by a majority of the experts is a strong indicator of this instruments' content validity. The instrument to which each expert responded can be found in Appendix L, and an expanded table showing the results of the content validity survey with each expert's comments appears in Appendix M.

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Reliability

Reliability for Huang's (2002) survey measuring student perceptions of an online course was reported by the researcher (Huang, 2002). To determine reliability of this survey, Huang used Cronbach's Alpha to find the reliability of the total score, resulting in split-half coefficients of .96 for the first half, and .95 for the second. A Guttman split-half was also conducted, which resulted in a coefficient of .98. Then, scores for each of the four separate areas measured were calculated. For the section that measured course interaction, a coefficient of .95 was calculated. A coefficient of .91 was estimated for the section measuring course structure. For the section concerned with learner autonomy, a coefficient of .91 was determined. Finally, a coefficient of .95 was computed for the course interface portion of the survey. Based on the reported coefficients, the reliability of this measure was determined to be very high.

To establish further reliability of this instrument, I also estimated reliability for my sample using Cronbach's Alpha. Using my sample, I estimated the internal validity for this instrument to be .90. This outcome shows that Huang's survey has a high level of internal consistency.

Qualitative Instruments

Qualitative data was collected and analyzed using two separate instruments. The instruments used to collect the qualitative data in this study were the Open-Ended Statement of Concern and the two-part interview. The Open-Ended Statement of Concern was an instrument adapted from Hall et al. (1998) that asks participants what three

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concerns they currently have about content area reading. This instrument was provided to participants as they completed their final course module. It provided insight into the concerns that each participant is faced with at the conclusion of the course. A copy of the Open-Ended Statement of Concern can be found in Appendix A.

The second instrument used to collect qualitative data was a two-part "mixed interview" (Johnson & Turner, 2003, 306), meaning this interview employed both quantitative and qualitative methods within the same measure. Since this type of interview falls into the category of "intramethod mixing" (298), it is a source of data triangulation. The first part of the interview was used to determine the participant's level of use. Interview questions were written in a flow-chart format (refer to Appendix B). The path of questioning was determined based upon the yes or no response given by the participant to the first question that was asked; "Are you using content area reading?" If the participant responded with a "no," the questions on the right side of the flow chart were asked, while if the response was a "yes," the questions on the left were presented. After the initial questioning path was determined, all of the questions specified on that path were asked so that the level of use of each participant could be determined via coding triangulation by outside raters. In other words, if the participant's response indicated to me, the interviewer, that the participant was at an early level of use based on the flowchart (i.e., 3 or 4a), the questions that followed this level of use were still asked to eliminate the possibility of interviewer bias. This portion of the interview is classified by Johnson and Turner (2003) as a quantitative interview because the questions are standardized, closed-ended (even though many of the interview participants responded to

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the questions with more information than the simple yes or no that was required), and each response was categorized before the interviews began. The second portion of the interview was used to delve deeper into the participant's levels of use and, additionally, to measure the innovation configurations reportedly being used by each participant (see Appendix C). There was an interview schedule developed for the second half of the interview based on the works of Hord et al. (1997) and Loucks et al. (1975). However, each participant's responses determined the direction of the interview and order of the questions to some degree. Topics were set prior to the start of the interviewing process and questions were open-ended. Though the questions were intended to probe the participants for information regarding their use of all of the components that comprise content area reading, if the participant did not discuss a particular component, a question about that specific component was raised. This method of interviewing is called an "interview guide approach" (305), as classified by Johnson and Turner (2003), and results in qualitative data.

Since this interview schedule was based on general recommendations for question development (Hord et al., 1997; Loucks et al., 1975), content validity was established for this instrument to ensure that the interview questions focused on important concepts in content area reading, were clear and understandable, and covered the range of components comprising content area reading. Five experts in the field of literacy education were asked to respond to each of the interview questions. One expert has taught secondary literacy courses in high schools around the United States for the past two decades. She has also presented several in-service workshops to content teachers on

methods of employing content area reading into diverse curricula. She currently teaches developmental reading courses at a community college. Two of the experts asked to rate this interview currently teach the online version of the content area reading courses at universities. Both have extensive experience as classroom teachers in the secondary setting. One is also currently a high school administrator. Another expert used to rate this interview co-authored one of the books used in the content area reading course described in this study. She also has numerous other publications, including several books about reading in the content areas geared toward classroom teachers. The final expert used is a professor of teacher education in a major university. He has worked in the fields of social sciences, English, and literacy, among many others.

The instrument experts responded to each interview question and rated whether the item measures an important concept in content area reading and is clear and understandable. Experts were then asked if they thought anything was left out of the interview and for additional comments. Table 6 provides the raters' responses by percent and Appendix N contains an expanded version of the results, including comments made by the experts. Results from the content validity instrument for the interview were reflected positively on the instrument. All of the experts strongly agreed that 11 of the 12 interview questions measured important concepts in content area reading, while 4 of the 5 experts strongly agreed and 1 agreed that item 1 measured an important concept in content area reading. Moreover, 80% or more of the experts also rated all of the items as being clear and understandable. Only one expert rated item 1 as being unclear, as indicated by a rating of two. Finally, though one expert did explain what is needed for

effective strategy instruction, no recommendations concerning additional concepts related

to content area reading were made.

Table 6. Content Validity Results for Second Section of the Interview

Item and Item Number	This item measures an important concept in content area reading.				This item is clear and understandable.			
	Rating of each item (reported by %)				*Rating of each item (reported by %)*			
	1	*2*	*3*	*4*	*1*	*2*	*3*	*4*
1. Are you using content area of reading? If no… have you decided to use it and set a date to begin use?	0	0	20	80	0	20	0	80
2. During a typical lesson, do your students read any text?	0	0	0	100	0	0	0	100
3. How do you prepare them to read the text, whether it is in class or for homework?	0	0	0	100	0	0	40	60
4. What are some specific things that you might do to help them prepare for reading a text?	0	0	0	100	0	0	0	100
5. What activities do your students engage in while they are actually reading?	0	0	0	100	0	0	20	80
6. Are there any specific examples of activities that they might engage in while they are reading?	0	0	0	100	0	0	0	100
7. After your students have read a text, in a class or for homework, do you provide them with activities that allow them to reflect on or use the reading materials?	0	0	0	100	0	0	40	60
8. What are some examples of activities that might allow them to reflect on or use what they have read?	0	0	0	100	0	0	20	80
9. What type of grouping do you use in your classroom? (individual, small group, whole group, etc.)	0	0	0	100	0	0	0	100
10. What are some activities that you used to allow your students to interact with one another?	0	0	0	100	0	0	0	100
11. Do you use resources other than your textbook?	0	0	0	100	0	0	0	100
12. What other resources do you use?	0	0	0	100	0	0	0	100

After all of the qualitative data was collected, the analysis began. No special

instruments were required to analyze the statements of concern or levels of use. However,

an instrument was developed to analyze the innovation configurations self-reported by

each interview participant. This instrument is called an IC Component Checklist. It was

developed according to the process described by Heck et al. (1981). The IC Component

Checklist is an instrument that emerges from the data. Initially, each critical component

of content area reading, as described in the related literature, was identified. I compiled a

list of possible dimensions that each component may be comprised of (e.g., grouping, type of activity). Next, a comprehensive list of the possible variations of dimensions that may be used within each component was compiled. Although Hord (1986) suggests labeling each variation with a letter, this study focuses on a descriptive narrative of the implementation of content area reading. Therefore, instead of labeling each variation in an attempt to identify a pattern, a check was placed next to each variation that describes how the participant uses each component of content area reading in the social studies classroom. The dimensions for each item appeared in the same order for each component, but alterations of the dimensions were made for individual components as needed. Data collected from the interviews with participants informed the IC Component Checklist. In other words, the checklist was modified as new variations emerged from the data. When the checklist was complete, I asked five experts in the field of reading to examine the checklist and judge its content validity. The experts who I asked to rate the IC Component Checklist included two professors of teacher education at major universities. Both have worked in the field of literacy education and have numerous publications in the discipline. One of the experts has taught a content area reading course online. In addition to working in the field of reading, she has been a social studies teacher for several years. The two final experts both teach reading in the community college setting. Both of these experts have also taught reading in various secondary settings and have led faculty development workshops that focus on content area reading. One of these experts was also a Reading Resource Specialist for several years, working to support teachers as they implemented these strategies into their own curricula.

The results of the content validity instrument for the IC Component Checklist (see

Table 7) show that at least 80% of all experts either agreed or strongly agreed that the

items included on the instrument measure an important component that comprises content

area reading, represented the likely variations in how each component may appear in the

classroom, and that the items were clear and understandable. Appendix O provides an

expanded version of the content validity results and all comments made by the experts.

Table 7. Content Validity Results for IC Component Checklist

Component	This item measures an important component that comprises content area reading.				These are the likely variations in how this component may appear in the classroom.				This item is clear and understandable.			
	Rating of each item (reported by %)				Rating of each item (reported by %)				Rating of each item (reported by %)			
	1	2	3	4	1	2	3	4	1	2	3	4
Purpose-Setting	0	0	0	100	0	0	20	80	0	0	20	80
Prior Knowledge	0	0	0	100	0	0	0	100	0	0	20	80
Vocabulary Knowledge	0	0	0	100	0	0	0	100	0	0	20	80
Reads Text	0	0	0	100	0	0	20	80	0	0	20	80
Text Organization	0	0	20	80	0	0	40	60	0	0	20	80
Metacognitive Strategies	0	0	0	100	0	0	20	80	0	0	0	100
Reorganization of Materials	0	20	40	40	0	0	60	40	0	20	0	80
Writing	0	0	0	100	0	0	0	100	0	0	20	80
Social Interaction	0	0	20	80	0	0	40	60	0	0	20	80
Discussion	0	0	0	100	0	0	40	60	0	0	0	100

Trustworthiness

Trustworthiness is the term used in qualitative research that deals with showing

that the findings of an investigation are "worth paying attention to" (Lincoln & Guba,

1985, 290). Trustworthiness brings together the pillars of quantitative research—internal

validity, external validity, reliability, and objectivity—and expands upon each one. When

considering trustworthiness, the researcher must consider the credibility of the findings,

or how well the findings represent what was carried out in the study. The researcher also must determine whether the findings are applicable to other situations, or the transferability of the findings. Surety that outcomes would be consistent if the inquiry were carried out several times, or dependability, is also a requisite. Finally, the researcher must ensure that the findings are unbiased, a criterion called confirmability (Eisner, 1991; Lincoln & Guba, 1985).

Additionally, Onwuegbuzie and Teddlie (2003) identify five types of validity applicable to qualitative research. The first is descriptive validity, in which the researcher much show that data collected represents the account accurately. The second type of qualitative validity is called interpretive validity. To establish interpretive validity, the researcher must show that the interpretation of data represents what the participants intended. Third, theoretical validity refers to the match between the theories used to explain the occurrence and the outcomes of the study. The fourth type of qualitative validity is evaluative validity. This type of validity ensures that an evaluation of process can be used to describe the results of the study. The final type of validity is called generalizability. According to these researchers, in order to be generalizable, results must apply within a group or setting, instead of to the population as a whole.

When a study has roots in qualitative methods, it is not the instrument but the researcher that is the investigative tool (Eisner, 1991). Therefore, in addition to the validity and reliability measures outlined for the quantitative instruments, I also employed various techniques to establish trustworthiness in this study. The following is a description of the type of techniques that were employed in this effort.

First, member checking was utilized. After the interviews were transcribed, each participant was sent a copy and asked to confirm, correct, or add to the data collected during the interview process. Though all of the interview participants were sent transcripts of their interviews, only three replied, confirming that the interviews correctly represented their classroom practices. The use of member checking meets the requirements for descriptive validity and credibility.

Next, two additional readers were used to triangulate coding of data. One of the readers was a classroom teacher who also taught a section of the course being researched in this study at the University of South Florida. Her background is in social studies education and literacy. She did not have experience using the CBAM prior to her contribution as a reader to this study. The second reader taught in the public school system for five years and then went into private industry, where she employed the CBAM as part of her job duties as a business consultant and coach. Both of these readers were trained with a training packet (see Appendix P) developed based upon the descriptions and examples provided by Loucks et al. (1975), Hall et al. (1998), and Heck et al. (1981). The training packet was used to teach them how to code self-reported data for stages of concern, levels of use, and innovation configurations. A description of the development of the training materials and the actual training of the outside investigators can be found in the following subsection. After each reader was trained, they used were given the raw qualitative data to code. Open-Ended Statements of Concern were coded for the stage of concern expressed by the participant at the conclusion of the course and interviews were

coded for levels of use and innovation configurations reported by each interview participant.

An additional step that I used to establish trustworthiness was to determine the inter-rater reliability between all of the raters in the study. To determine inter-rater reliability for the stages of concern and levels of use, I tabulated the number of response between two coders that were the same and divided that number by the total number of responses coded. If the rating from the two coders did not match, a third coders' ratings were then used. The same method of tabulating inter-rater reliability was used when the third rater's codings were employed. To establish inter-rater reliability of the coding of innovation configurations, I calculated the percentage of agreement to each item on the IC Component Checklist (see Appendix U). The triangulation of coding guards against biased interpretations of data. This step meets the requirements needed to establish confirmability and interpretive validity. An acceptable level of inter-rater reliability for this study is 80%. For measures that did not have an inter-rater reliability of 80% between at least two raters, all of the raters met and recoded the measure. This occurred with one particular measure. The process that was undertaken is described in detail later in this chapter.

Fourth, data collection took place over four semesters. This assured that the results were anomalous, and that similar results can be found over time. Therefore, results may be generalized within a group of pre-service and in-service secondary social studies teachers. This step allowed dependability, generalizability, and transferability to be

established within this study. It is important to note that generalizability in this instance refers only to generalizing within a particular group, not to the population as a whole.

The final technique to ensure trustworthiness was a triangulation of change theories (Denzin, 1978). Since there are many versions of theories regarding change, I triangulated the theories in order to fully explain the process of change described by this study. Noblit (1999) discusses theory triangulation as a synthesis of knowledge where studies are translated "into one another" (102). In this study, the CBAM serves as the model for theory triangulation. An understanding of change as described by Clarke (1962), Fullan (1993), Hall and Hord (1987), Hord (1990), Hord et al. (1997), and Kuhn (1962) has been synthesized in the literature review in order to combine knowledge and explain inconsistencies among these researchers' findings (Noblit, 1999). The CBAM offers tools by which the process of change, as it is described by these theorists, was measured and evaluated. This study utilized participants' levels of use, stages of concern, and innovation configurations, all of which are critical components of the CBAM model. Since the tools used to measure each of these components in the CBAM are general so that they can be used with a variety of innovations, the general questions offered for each of the data-gathering tools were altered to focus specifically on content area reading. The one critical component of the CBAM that was omitted from this study was the use of interventions. Though interventions were not offered to participants in this study beyond the regular classroom environment that they were part of when enrolled in the course, the findings of this study may result in changes that would increase the support that pre-service and in-service social studies teachers enrolled in such a course receive. This

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process establishes theoretical validity and evaluative validity in this study. A summary of the instruments used can be found in Table 8.

Table 8. Instruments

Title of Instrument	Qualitative/Quantitative	What it Measures
1) A Scale to Measure Attitudes toward Teaching Reading in Content Classrooms	Quantitative	Participants' attitudes toward content area reading in the social studies classroom
2) Untitled Survey to Measure Students Perceptions in an Online Mediated Environment	Quantitative	Participants' perceptions of the online course in which they are enrolled
3) Open-Ended Statement of Concern	Qualitative	Stages of concern that each participant is having throughout the course
4) Levels of Use Interview	Qualitative	Behaviors each participant is engaged during the process of integrating content area reading into their classrooms
5) Informal Interview	Qualitative	Stages of concern and level of support the each participant is experiencing as content area reading is implemented in the classroom
6) IC Component Checklist	Qualitative	Participants' self-reported variations of each critical component of content area reading

Training Packet

Loucks et al. (1975), Hall et al. (1998), and Heck et al. (1981) specifically address measuring stages of concern, levels of use, and innovation configurations by providing examples, charts, and explanations of sample items and how they should be coded. The illustrations provided in these publications focus on different innovations, such as team teaching. Therefore, I adapted all of the information provided in this literature to the innovation of content area reading. This required that I write the examples, charts, and explanations that specifically dealt with content area reading, using the illustrations provided as models. Additionally, I wrote short sample interviews that focused on some of the components of content area reading, and finally, I conducted an interview with a practicing teacher who uses content area reading in her classes, but has not taken the class that is being studied in this dissertation.

After I developed the initial materials and practices needed to train the outside readers, I divided the training packet into seven sections. The first section provided a brief introduction to the study. The next three sections offered a definition for the component of the CBAM that was being measured, examples of the component at various levels, guidelines for coding the component, and practices for coding the component. Next I provided a long sample interview, which allowed the outside readers to practice coding an interview that would be similar in length to the interviews they would code for this study. The sixth section was a collection of extra practices that could be used if the outside reader needed further practice coding. It was determined that an outside reader would complete the extra practices if they coded fewer than 80% of the practices provided for a given component correctly. The final section was comprised of answer keys for all of the practices included in the packet. The *Training and Coding Packet for Qualitative Data* appears in Appendix P.

Training Outside Investigators

Training of the outside coders took place individually. I provided each of the coders with a training packet and went through each separate section with them. After we talked about the definition of a measure, looked at examples, and discussed the coding guidelines, each outside investigator coded the practices for that measure. I then went over the practices and discussed the answers with each outside coder. At that point, if the outside investigator required more practice coding for that particular measure, the extra practices were provided.

The training results for both outside readers were fairly high on all measures. After completing practices 1-15 for the stages of concern first outside rater coded 85% of the statements correctly, so no extra practice was needed for that measure. However, only 65% of practices given for the first levels of use practice were coded correctly. Therefore, we went through each example that was coded for levels of use and discussed the discrepancies in the answers. The outside reader then coded the extra practices 21-50. This time the outside reader coded 100% of the practices with the correct level of use. Of the short interviews that were coded, the first outside reader coded 87.5% of the components on interview 1 correctly using the IC Component checklist, 92% of the components on interview 2 correctly, and 83% of the components on interview 3 correctly. Finally, when coding the long sample interview, the first outside reader coded the overall level of use correctly, as well as 93% of the components accurately. Results for the second outside reader were similar. This reader accurately rated 94% of the initial stages of concern practices. The levels of use initial practice was coded at an 80% level of accuracy. Components on the short sample interviews 1, 2 , and 3 had a coding accuracy of 91%, 85%, and 87%, respectively. The long interview was coded for the overall level of use accurately, and the components were coded with 80% accuracy using the IC Component Checklist.

Data Collection

An online content area reading course is offered each semester in the department of Secondary Education at the University of South Florida. I am the researcher for this

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study as well as the instructor of this course. Taking on the role of a teacher-researcher is complex, only taking root about 15 years prior to the writing of this manuscript (Clarke & Erikson, 2003). Some of the criticisms of such practice include the assertions that the research is more likely to be biased when the teacher also takes on the role of researcher, results may not represent a broader experience, outcomes cannot be generalized to larger populations, there is a higher likelihood that the teacher's expectations will impact the research, and the research may be skewed because it may represent the teacher-researcher's agenda (Clarke & Erickson, 2003). A further criticism is that the teacher-researcher is operating from within the paradigm of the field of education, leaving the teacher-researcher unable to comprehend or even acknowledge the range of results and outcomes that could otherwise be gleaned from the study (Stone, 2006).

Considering the list of potential problems associated with being a teacher-researcher, it may seem unreasonable to take on the roles of both academician and practitioner. However, there are compelling reasons to carry out research as a course instructor. In the years prior to research being conducted by teachers, educators were criticized for not paying attention to educational research. In fact, Yates (1971) blames educators and policy makers for students' lack of progress, citing the reason for student idleness as the unwillingness of educators and policy makers to read and apply educational research in schools. further espouses that at that time educators and policy makers did not pay attention to research because they did not need to find ways to improve educational outcomes. Their jobs were not dependent on their students' success. Finally, he asserts that utilizing research would force educators and policy makers to

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change a system that they are comfortable and familiar with. Thus, the application of research is a threatening prospect to educators and policy makers alike.

It is clear that at the time that Yates (1971) published his book, research was not typically conducted by teachers. Unfortunately, Yates did not consider the possibility of educators conducting their own research in order to meet their needs and the needs of their students. He failed to recognize that applying research in a classroom is more likely to happen when the research is relevant to the issues faced by the teachers, students, and administrators. Furthermore, when teachers have an active role in the design and implementation of the research, it more likely informs their practice. Another advantage of teacher-led research is that teachers are intimately familiar with the challenges that educators and students face on a daily basis. For this reason, teacher-led inquiry can be advantageous not only to the teacher-researcher, but also to other educators. Depending on the research question being explored, there is also potential for the research to contribute to the whole of society as well. This is especially true when the inquiry deals with injustices imbedded in our society. Finally, the research may be personally beneficial to the teacher because it provides opportunities for professional growth that may not occur otherwise (Clarke & Erickson, 2003; Thomas, 2005).

Although there are several advantages to inquiry led by teachers, I felt it necessary to safeguard this study against potential pitfalls that could lead to biased or skewed outcomes. The students enrolled in the course had the option to opt out of this study. Some of these measures are outlined below. Others are described at length in the sections establishing the reliability and validity of the instrumentation used in this study.

Data collection began during the first week of each semester during which this study was carried out. During that first week, I directed all of the students who were enrolled in the course to complete Vaughan's attitudinal survey entitled, "A Scale to Measure Attitudes toward Teaching Reading in Content Classrooms" (1977). This survey was located on my personal website. Upon initially entering the website, students were asked to type their name into a box and push a button labeled, "send." After completing this step, the name of the participant was sent via e-mail to my email account so that the participant was given course credit for completing the survey. The student was then automatically directed to the second page of the website. On the second page, each student was asked to input the last four digits of his or her phone number, instead of his or her name. I did not have access to the students' phone numbers because they are not reported in the Blackboard system and I did not have the ability to look them up in any other database through the university. Aside from names, the only information I had access to for each student was his or her email address and student id number. Therefore, using the last four digits of the phone number to match data provided by each individual student ensured that the survey results were indeed anonymous, which increased the likelihood that students would believe that their honest answers would not affect their grade. In spite of this, there is still a possibility that participants may have been skeptical of their anonymity because technology was being used to transmit their results. The last four digits of their phone numbers were matched to other data generated by the participant throughout the course. Each participant was also asked to provide demographic information including gender, age range, program of study, and teaching

interests. When students completed the survey, they were instructed to push another button labeled "send." This button sent the data from the second page to me via email. Both e-mails were sent separately, ensuring anonymity of students. The complete surveys are located in Appendices F and G.

When the final module for the course was posted, students were asked to respond to an open-ended statement about their concerns regarding content area reading. Students were directed to post their open-ended statements anonymously, including only the last four digits of their phone numbers. The open-ended statements that students completed were numerically coded. Each idea was assigned a number that coincided with the stage of concern it represented. Outside investigators were used to triangulate the results.

At the end of the semester, students were directed to complete a final survey located on my personal website. At this time, students were provided with informed consent and asked if they would like to be included in this study. Every student was required to complete the survey; however, students who agreed to have their data included in the study were given three additional course points, or a 1% increase, on their grade. After the student made a decision about participation, they were directed to the second page of the survey. On this page, each student was asked for his or her name and the last four digits of his or her phone number. Finally, the 15 statements from Vaughan's attitudinal survey (1977) measuring attitudes toward content area reading, and the 27 statements from Huang's perceptual survey (2002) measuring perceptions of the online course appeared. When students completed the surveys, they were directed to push a button labeled "send." An email with the data from the participant was then sent to me

via email. This e-mail was not opened until after grades for the semester were submitted, so that responses to the surveys could in no way impacted the participant's grade.

After the semester concluded, I sent an email to all students who were previously enrolled in and successfully completed the online content area reading course. This letter briefly explained the study and requested participation of all those who were currently teaching in a secondary social studies classroom (see Appendices Q, R, and S). Nine previous students replied to the email and agreed to be interviewed for this study. I met with eight of these nine interview participants in person. One interview took place over the phone.

Though each of the nine interviews consisted of a structured, formal portion in which a flowchart was used to determine the participant's level of use of content area reading in his or her classroom as well as a semi-structured, informal portion, there are some differences between face-to-face interviews and phone interviews that must be noted. First, person-to-person interviews have an advantage over phone interviews because the interviewer can observe the participant's non-verbal cues. This is useful when determining the mood of the participant, how receptive the participant is to the interviewer, and when those things communicated non-verbally lend insight to the investigation. Furthermore, it can be easier for the interviewer to establish a rapport with the participant when the interview occurs in person. Finally, an interview that takes place in person can be lengthier and may get more in-depth that a phone interview (Babbie, 2002).

According to Lavrakas (1993) and Babbie (2002), phone interviews do have some advantages as well. Phone interviews are useful when the participant is not available for a face-to-face interview due to restraints related to time or location. In this case, offering the option of being interviewed via telephone may allow someone to participate in a study who could not do so otherwise. Also, conducting a phone interview is often more convenient and cost efficient for both the participant and the interviewer. Furthermore, Lavrakas (1993) points to empirical research that suggests more truthfulness in phone interviews and a greater ability for interviewers to detect deception when conducting these types of inquiries. This is due to the fact that the non-verbal cues present in a face-to-face interview can communicate confusing messages to the researcher, leaving them less able to detect deception. Finally, it is easier to coordinate a phone than a face to face interview (Babbie, 2002; Lavraskas, 1993). The participant who was interviewed via telephone in this study participated in the interview only because it could be done over the phone. This participant's schedule and location restricted our ability to meet in person and the phone interview allowed us the convenience of scheduling a time for the interview that was convenient to the participant.

All of the interviews conducted for this study were tape recorded and transcribed. The transcription was then sent to the participant so that a member check could take place. After the data was corrected or confirmed by the participant, it was coded by two outside readers. The codings were tested for at least an 80% inter-rater reliability. This was established on the measures of Stages of Concern and Levels of Use, but was not established on the IC component Checklist.

IC Component Checklist Coding

After the three coders analyzed the interviews for the Innovation Configurations and recorded their findings on the IC Component Checklist, the overall inter-rater reliability was calculated. To determine the inter-rater reliability on the IC Component Checklist, raters were paired together and reliability between them was determined. There were three rater pairs, pair 1-2, pair 1-3, and pair 2-3. Each pair was given a 1 for each item in a cell that matched and a 0 for each item in a cell that did not match. Using this method, the inter-rater reliability for the coding of the IC Component Checklist was calculated in several ways for each participant. First, the agreement between pairs of raters was calculated for each cell on the checklist. Then, the mean agreement for each configuration and critical component was calculated for each coding pair. A total mean reliability score was calculated for each configuration. Next, a total mean reliability score was calculated for each critical component. Finally the overall agreement was calculated for all of the raters based on each configuration of use and for each separate checklist. Inter-rater reliability for each individual participant's IC Component Checklist was calculated in this manner. After the various inter-rater reliabilities for each individual interview participant were tabulated, the overall inter-rater reliability by pairs was determined, as was the inter-rater reliability for the entire measure. Using this method, the inter-rater reliability for the initial codings was determined to be at 74%, which was not high enough for this study. The inter-rater reliability for pair 1-2 was 77%, pair 1-3 was 75%, and pair 2-3 was 75%, which were also low scores for inter-rater reliability according to the parameter outlined in this study.

In hopes of increasing the reliability of the measures coding, the two outside coders and I met to discuss the reasons for each item checked or not checked by each coder. The rationale for coding each item in a particular way helped us to come to a higher degree of consensus on some of the item's ratings. We met for a total of 18 hours over a three-day time span. In these meetings, all of the coders, including myself, discussed each item at length. In some cases, we provided examples from the interview as rationale for checking an item. It was also determined that there were several instances when we were defining reported classroom practices differently or simply missing brief pieces of information that should have been recorded on the checklist. There were some items on which no consensus was made, or two of the three coders agreed on the ratings (see Appendix T for detailed notes from these meetings). This final coding of data on the IC Component Checklists yielded much higher inter-rater reliability. The overall inter-rater reliability was 99.635%, while the reliability between pair 1-2 was 99.818%, pair 1-3 was 99.453%, and pair 2-3 was 99.635% on the measure overall (see Appendix U for the entire Inter-rater Reliability tabulations for the final coding).

Analysis of Data

Onwuegbuzie and Teddlie (2003) offer a model for data analysis of mixed-methods studies. Though eleven stages are outlined, the study design determines which stages the researcher actually progresses through. Figure 2 provides an overview of this model. The design of this study calls for only six of these data analysis procedures: data collection, data reduction, data display, data transformation, data correlation, and data

integration. During the first stage, data was collected. After data was collected, I began

the data reduction phase. During this stage raw scores for each participant were

calculated and various statistical measures were conducted on these data. Transcripts

were also returned to interview participants for member checking to occur. The third

phase, data display, required that I determine a method of visually representing the

findings of the data during the data reduction phase. Visual representations include

charts, graphs, and tables, among others. The fourth step, data transformation, was the

point at which themes were determined. Major themes were considered for the overall

data and qualitative measures about stages of concern, levels of use for each participant,

and innovation configurations. The next phase of data analysis was data correlation. At

this point, qualitative data was quantitized. Qualitative and quantitative data were

combined and patterns were considered. Triangulation of coding occurred at this point.

The final phase in data analysis for this study was data integration. At this point data was

combined into a coherent whole. After data was combined, the resulting information was

interpreted and deep descriptions about each interview participants' practices were

generated. Legitimation of data occurred by comparing the results of the study to the

theories on which the study was based. Finally, conclusions were drawn and future
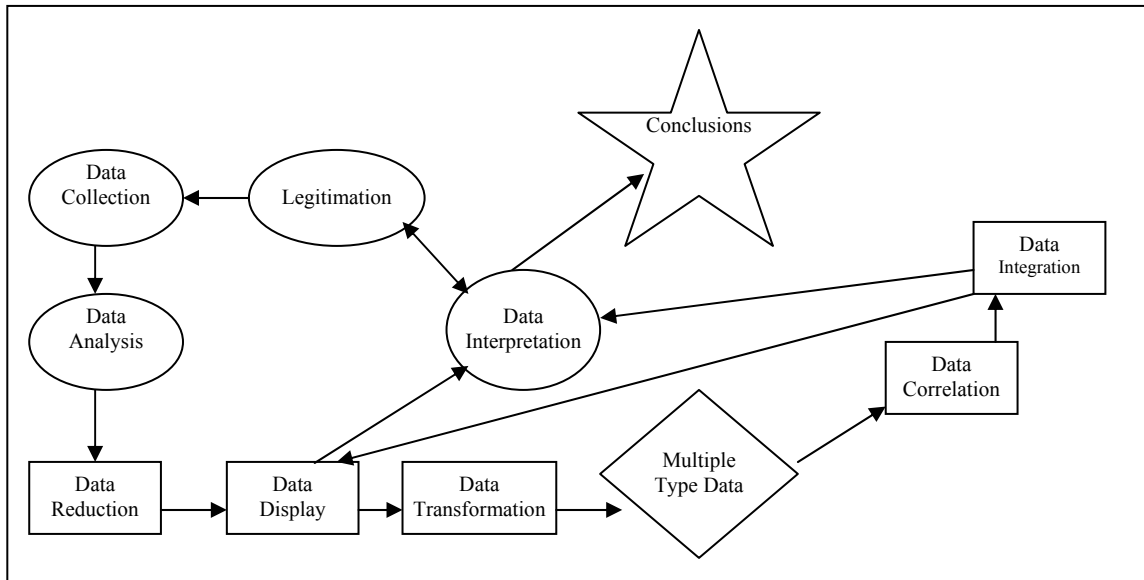
recommendations were made.

Figure 2. Data Analysis Procedure[2].
Note: Adapted from, "A Framework for Analyzing Data in Mixed Methods Research," by A. J. Onwuegbuzie and C. Teddlie, 2003, In A. Tashakkori & C. Teddlie (Eds.), *Handbook of Mixed Methods in Social and Behavioral Research,* p. 374, Thousand Oaks, CA: Sage. Copyright 2003 by Sage Publications, Inc.

Question One

Pre and post data collected from Vaughan's "A Scale to Measure Attitudes toward Teaching Reading in Content Classrooms" (1977) was used to answer the first question of this study, "To what extent do the attitudes of pre-service and in-service social studies teachers enrolled in an online content area reading course change toward content area reading between entry and exit of the course?" My directional hypothesis was that there would be a significant, negative change in participants' attitudes toward content area reading between the beginning and end of the content area reading course that they participated in. To answer my first research question, students enrolled in the course were asked to respond to Vaughan's attitudinal survey entitled "A Scale to Measure Attitudes Toward Teaching Reading in Content Classrooms" (1977) at the beginning and end of

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the content area reading course in which they were enrolled. These pre-scores and post-scores were then totaled and two statistical tests were conducted with the resulting data.

The first test used to analyze the pre and post data collected from Vaughan's survey was a two-tailed, correlated means t-test. The t-test was used to determine if there was a significant change in participants' attitudes overall toward content area reading between entering and exiting the content area reading course. The level of significance used in these analyses was .05. An effect size was then calculated to determine the degree of difference between the sample means for the pre and post-attitudinal scores.

The second test used to analyze these data was a Pearson-Product Moment Correlation. This test was conducted on the difference between the pre and post-attitudinal scores and the pre-survey scores in order to determine if a correlation between participants' self-reported attitudes toward content area reading prior to exposure to course materials and the change in their attitudinal scores from the beginning of the course until its conclusion.

Question Two

To answer the second question addressed by this study, "Is there a correlation between the perceptions pre-service and in-service social studies teachers have toward taking a course in an online mediated environment and their attitudes toward content area reading?," the data collected with the survey measuring student perceptions of the online course and the data collected with the final content reading attitudinal survey were considered. My directional hypothesis was that there would be a significant, positive

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correlation between participants' perceptions about the online course they were enrolled in and their attitudes toward content area reading. To answer this question, participants responded to two surveys after they completed the final module for the course. One of the surveys was Vaughan's attitudinal survey entitled "A Scale to Measure Attitudes Toward Teaching Reading in Content Classrooms" (1977), and the other was Huang's untitled survey (2002) which measures student perceptions of online courses. Four categories of prompts were used in Huang's survey (2002) to measure student perceptions of the online course based on course interaction, course structure, learner autonomy, and interface. A Pearson Product-Moment correlation was conducted on the overall scores of the content reading attitudinal survey and the overall online course perception survey. Then a Pearson-Product Moment Correlation was conducted on the overall post-attitudinal scores and the individual scores from each of four categories of questions in the online course perception survey. Statistical significance of the correlations was determined using a level of .05.

Question Three

The third question was, "Is there a correlation between the levels of use of content area reading for in-service social studies teachers who have successfully completed an online content area reading course and their self-reported attitudes toward content area reading upon exiting the course?" For this question I performed a Pearson-Product Moment Correlation and a Spearman Correlation using the overall levels of use that were self-reported by interview participants and their post-attitudinal scores. My directional

hypothesis for this question was that there would be a significant, positive correlation between the attitudinal score participants reported at the end of the course and their self-reported levels of use while they were teaching subsequent to the course. Only five of the nine interview participants were included in this analysis. Data from one interview participant was not included due to a teaching assignment that was beyond the scope of this study. The other three interview participants could not be included in this analysis because their post-attitudinal surveys either could not be traced back to them or were not submitted. The Pearson-Product Moment Correlation has the assumption that the data sample was drawn from a normative population, while the Spearman Correlation does not make assumptions about the sampling distribution (O'Rourke et al., 2005). Due to the small number of participants included in this analysis, both tests were necessary to avoid a violation of assumptions. The statistical significance of this correlation was determined using a level of .05.

Question Four

To answer the fourth question, "What characterizes the process of change as pre-service and in-service social studies teachers learn about, and in-service social studies teachers implement, content area reading into their curriculum?," qualitative and quantitative data was combined. Four sub-questions were used to develop a more complete picture of the characteristics of the process of change as content area reading was learned about, and social studies teachers who successfully completed an online

content area reading course implemented content area reading into their social studies curriculum.

The first sub-question was, "What concerns do pre-service and in-service social studies teachers have as they learn about content reading?" To answer this question, all course participants were asked at the conclusion of the online content area reading course in which they were enrolled to complete an Open-Ended Statement of Concern. They were instructed to write three concerns that they had about content area reading at that time. The concerns were broken into single, discrete ideas, which were subsequently categorized according to the stage that concern represented. These data were analyzed in various ways. These analyses provided information about the concerns students had as they completed the content reading course. The coded data that stemmed from this analysis was used to produce a frequency table depicting the number of stages of concerns expressed by all of the participants who completed an Open-Ended Statement of Concern. After the frequency table was constructed, the mean and standard deviation of concerns was calculated for each participant and a scatterplot was constructed. Finally, an ANOVA was conducted using the stages of concern and post-attitudinal scores.

The second sub-question was, "At what level of use do in-service social studies teachers who previously took an online content area reading course integrate reading into their curriculum?" During the structured, formal portion of the interview, participants were asked a series of questions about their behaviors while implementing content area reading. These questions came from the level of use flow chart developed by Hord et al. (1998). Responses to each question were recorded, and I proceeded to the next

appropriate question based on the responses. The interview data was recorded on the flow chart in order to determine at what level of use each participant was using content area reading in their classroom.

To more fully answer the second qualitative sub-question, data collected during the semi-structured, informal segment of the interview was coded for responses that indicated the participant's level of use. Outside investigators were used to triangulate the analysis. After the data was coded and triangulated, a frequency chart showing the levels of use reported by participants throughout the interviews was developed. Then, the mean and standard deviation for each participant's reported levels of use were calculated and placed in a scatterplot to show the correlation between the levels of use and the variability in levels reported throughout the interview.

The third sub-question was, "What are some variations of use employed by in-service social studies teachers who previously took an online content area reading course when content area reading is implemented?" This question was answered by analyzing the variations of implementation each interview participant self-reported during the interview. Each variation of use was rated as ideal, meaning that it was reportedly used the way the critical component was intended to be used in content area reading; acceptable, meaning that the way the participant self-reports using the critical component is considered effective, but there is room for the implementation to improve; or unacceptable, meaning that the critical component is either not being used or is being employed in a way that is not considered to be consistent with content area reading. Some

of the study's participants reported using critical components in more than one way. For this reason, there may be more than one rating recorded for a participant.

The types of variations that comprise these ratings were determined from the literature concerning content area reading. For example, Santa et al. (1996) discuss the need for students to develop these strategies in such a way that they personalize them. When the strategies are personalized, then the student can generalize them to various learning tasks in and out of school. For this reason, the ideal use of each critical component occurs when the component is used to the extent that each student knows how to apply content area reading strategies to various learning tasks and, therefore, becomes responsible for his or her own learning. This is often seen as the student works alone, in pairs, and in small groups. Frequently students have some type of structured activity, which could be in the form of a graphic organizer.

Vocabulary instruction is unique in that an ideal implementation also includes the development of knowledge about the nuances a word or concept may have, such as connotations, characteristics, and relationships between ideas, among others. Variations in use of vocabulary instruction were rated as ideal when this in-depth learning of the word or concept occurred in conjunction with ideal grouping and activity structures.

As students learn how to use strategies, teachers must show them how to apply the strategies in effective ways. Teacher-led instruction is an indication that the teacher's and students' use of content area reading is still developing. For this reason, most teacher-led instruction is considered in this study to be an acceptable use of content area reading. The one exception to this is when text is being read aloud to the class by the

teacher, also known as whole-group shared reading (Allen, 2000). This is an ideal application of content area reading because it draws students into the content and provides them with a fluent reading model.

Unacceptable uses of critical components occur in one of three ways. First, the teacher may not be using the critical component at all. Second, the teacher may be using traditional teaching methods that are incompatible with content area reading. For example, students may be simply given a list of vocabulary words to define and use in sentences instead of given an activity that would allow them to make connections between words and concepts that are being taught (Punch & Robinson, 1992; Milligan & Ruff, 1990; Billmeyer & Barton, 2002). Finally, the teacher may simply tell the students the information they want them to know. For instance, students might be told the reason for the lesson instead of being engaged in an activity that would allow them to set a purpose for what they will be learning. This method is considered to be unacceptable because the students are not being taught how to set a purpose. Furthermore, students may not be as motivated to learn the material if they had no part in developing a purpose for their learning (Santa et al., 1996; Billmeyer & Barton, 2002).

The IC Component Checklist (Hord, 1986) was used to record the variations in use that social studies teachers employed as they implemented various components of content reading. After each interview was complete, variations in implementation of each component, as self-reported by each interview participant, were recorded on the checklist. Variations in use were then rated as ideal, acceptable, or unacceptable as described above.

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The fourth sub-question was, "How do in-service social studies teachers understand their practice after they have completed an online content area reading course?" In order to answer this question, all of the data collected for those participants who were interviewed was synthesized, resulting in descriptive narrative of these participants' practices mimicking quasi-case studies. This type of analysis was conducted using the full range of data available for each participant, including results from the IC Component Checklist.

Summary

This pre-experimental, mixed method study was used to gain a more complete understanding of the process of change pre-service and in-service secondary social studies teachers underwent as they participated in an online content area reading course that was required for state teaching certification in their field. All study participants completed the course successfully. Interview participants completed the course and were practicing teachers with varying assignments at the time of the interview. Statistical procedures were used to answer the first three research questions. To answer the fourth question, qualitative procedures were used, including coding the data, member checking, and triangulation of results among readers.

CHAPTER 4

RESULTS

The fourth chapter of this study provides the statistical and qualitative analyses conducted to answer the research questions. It begins by describing the demographic characteristics of the sample population used, followed by descriptions and outcomes of each analysis conducted.

Participants

A total of 75 participants took part in this study. This sample consisted of 43 females and 32 males. There were 25 participants enrolled in the undergraduate sections and 50 enrolled in the graduate sections of the course. Data collected from participants included a pre-survey measuring attitudes toward content area reading at the onset of the course, a post-survey measuring attitudes toward content area reading and perceptions of the online mediated course at the conclusion of the course, an open-ended statement that requested that participants express concerns they had about content area reading at the conclusion of the course, and a two-part interview about the application of content area reading in the classroom. Of the participants, 60 submitted the pre-survey, 72 submitted the post-survey, 49 completed the open-ended statement of concern, and 9 were

interviewed. Of the interview participants, only 5 had complete datasets. One interview participant had a pre-survey missing. Three had only interview data.

On the pre-survey, participants were asked to provide specific types of demographics. One of the demographics questions was what age range described them. In this sample, no participants reported being under 20 years old or over 60 years old. There were 33 participants who reported being between 20-29 years old, 13 who reported being between 30-39 years old, 7 who reported being between 40-49 years old, and 1 who reported being between 50-59 years old.

Participants were also asked about their careers or prospective careers. One question posed asked if they were teaching while enrolled in the course. There were 12 participants who reported that they were teaching while taking the content area reading course. An additional 44 participants reported that they were not teaching, while 4 did not respond to this question. The next question asked if they planned to teach. When asked if they planned to teach, 7 responded that they did not plan to teach, 47 said that they did plan to teach, and 6 did not respond to the question. Participants were also asked what they wanted to teach. In response to this question, 45 reported that they were planning to teach in the field of social studies, 1 reported not knowing what subject to teach in, and 8 reported wanting to teach in fields other than social studies.

Finally, participants were asked what types of certifications they had completed in the field of education and what types of certifications they were currently completing in education. In response to these questions, 49 reported that they had not completed an undergraduate program in education, 4 reported that they had completed an

undergraduate degree in education, and 7 did not respond. Fifty-three participants reported not having completed a graduate education program and 7 participants did not respond. None of the participants reported completing a graduate program in education. In this sample, 52 participants reported that they had not completed an alternative teacher preparation program, while 1 participant had completed an alternative teacher preparation program. There were 7 participants who did not respond to the question. When asked what program they were currently completing, 21 reported that they were completing their undergraduate program in education, 29 reported that they were currently completing their graduate education programs, and 3 reported that they were completing an alternative teaching preparation program.

Explanation of Results

The following results were attained from this sample population. The entire sample of participants enrolled in and completed the online content area reading course during one of three semesters while this study was taking place. As such, these results are generalizable to this group, in this setting (Onwuegbuzie & Teddlie, 2003). The results answer four questions, three of which are quantitative and one that is qualitative. The qualitative question is comprised of four sub-questions. Results of each question offer unique insight into the process of change that participants enrolled in an online content area reading course underwent.

Question One

The first research question was, "To what extent do the attitudes of pre-service and in-service social studies teachers enrolled in an online content area reading course change toward content area reading between entry and exit of the course?" Initial descriptive statistics were calculated using Vaughan's (1977) pre and post surveys. The mean for the pre-survey was 78.67, with a standard deviation of 9.19, indicating that the average participant reported having an attitude rated as average at the beginning of the course. There was a fairly high degree of variability in the pre-attitude scores, though. In fact, the minimum score reported was 49.00, which is rated as a low attitude, while the highest was 99.00, which is only 6 points lower than the maximum score that could be calculated on this survey. The mean for the post-survey was 85.30 with a standard deviation of 10.91. These measures indicate that on average participants reported their attitudes at the conclusion of the course as above average. The standard deviation increased from the onset of the course, meaning that there was more variability in the attitudes reported on the post-survey. The minimum score on this measure was only a 52.00, while the maximum score was reported as being a 104.00, lending more support to this indicator.

A two-tailed t-test was performed using a total of 60 participants. The critical t-value for this sample was t = +/- 2.0. A 95% confidence interval was calculated to be $4.51 < \mu_d < 8.76$. The obtained t-value was found to be 6.24, with a p-value of less than .0001. The implication of the results of the correlated means t-test is that there is a significant positive difference in participants' attitudes toward content area reading

between the beginning and conclusion of the content area reading course. These results led me to reject my directional hypothesis that participants would develop a significantly more negative attitude toward content area reading because of, or in spite of this course.

In order to find the degree to which the sample mean for the pre-attitudinal survey was different from the sample mean for the post-attitudinal survey, I computed the effect size, which was d = .81. According to O'Rourke, Hatcher, and Stepanski (2005), this is considered a large effect size, meaning that there is a big difference between the pre and post-scores.

The second statistical analysis that was conducted with these data was a Pearson-Product Moment Correlation. The results of this second test showed that r = -.22, a weak negative correlation between the pre-scores and the difference between the pre and post-scores (O'Rourke et al., 2005). However, these results were not found to be statistically significant (p=.09). Therefore, I failed to reject the null hypothesis that there is no correlation between the pre-scores and the change in participants' scores over the course of the semester meaning that change in scores was not dependent the pre-attitudinal scores reported by each participant.

Question Two

My second research question was, "Is there a correlation between the perceptions pre-service and in-service social studies teachers have toward taking a course in an online mediated environment and their attitudes toward content area reading?" A total of 60 participants were included in these measures. Descriptive statistics for the post-attitudinal

survey appear in results of the first question. The mean for the entire online perception survey was 152.90 with a standard deviation calculated at 17.52. This mean indicates that the average participant tended to agree with the items on the measure. Furthermore, the standard deviation shows a very high degree on variability in the perceptions reported on this measure. The minimum score, 108.00, corresponded to a neutral rating on the survey. The highest score, 183.00, corresponded to the participant strongly agreeing with the items on the survey.

The means and standard deviations for each subsection on the perceptions survey were also calculated. The mean for the questions dealing with interaction in the course was 49.10 with a standard deviation of 6.45. The minimum score reported was 34.00, while the maximum score was 63.00. On this subsection, the highest possible score was a 63.00, which indicates that the total mean corresponded to average ratings between tends to agree and agree for these 9 questions. The standard deviation was very high, indicating a large degree of variability for responses to questions in this subsection. The mean for course structure was 36.08. The maximum score that could have been reported was 42.00, indicating that the average response to these questions corresponded to ratings of agreement to these 6 questions. The standard deviation was 5.18, which indicates a high degree of variability in ratings for this subsection, as well. The lowest score reported for this subsection was 20.00 and the highest was 42.00. Learner autonomy had a mean of 40.58 and a standard deviation of 4.16. The highest possible score that could have been reported for this subsection was 49.00. This mean indicates that the average response to these 7 questions corresponded to responses between tends to agree and agreement. The

minimum value reported for this subsection was 30.00. The highest reported value was 49.00. Interface had a calculated mean score of 27.13 with a standard deviation of 5.61. For these 5 questions, a maximum score of 35.00 could have been reported. Therefore, the mean for this subsection indicates that the average answer corresponded to responses of tends to agree and agree. The variability on this subsection was very high. The minimum value was 8.00 and the maximum value was 34.00.

Initially, a Pearson-Product Moment Correlation was conducted in these data. The results of the Pearson-Product Moment Correlation using the total scores from both surveys yielded a correlation of .59, with a p-value of less than .01. These results indicate that there was a large, significant correlation between the participants' attitudes toward content area reading and their perceptions of the online course they completed (O'Rourke et al., 2005).

Similar results were found when the Pearson-Product Moment correlation was conducted using the post-attitudinal survey and the individual scores for each category included in the perception survey. The correlation between the participant's self-reported attitude toward content area reading and the course interaction had a correlation coefficient of .53, with a p-value of less than .01. Of the four categories of questions, this significant correlation was the largest (O'Rourke et al., 2005). Correlations and corresponding p-values between the attitudes the participants self-reported at the conclusion of the course toward content area reading and each of the remaining three categories of questions in the survey measuring perceptions of the online course—course structure, learner autonomy, and interface—were .43 with a p-value of .01, .43 with a p-

value of less than .01, and .36 with a p-value of 0.01, respectively. Each of these moderate correlations were statistically significant (O'Rourke et al., 2005).

Finally, a Pearson-Product moment Correlation was conducted between scores calculated from each of the subsections. Four of the correlations were above .50, which is considered a moderate correlation, and two were between .20 and .50, which expresses a weak correlation (O'Rourke et al., 2005). The largest correlation between subsections occurred between course structure and learner autonomy. The correlation was .60 with a p-value of less than .01. Interaction and learner autonomy had the second highest correlation, with r= .58 and a p-value of less than .01. Interaction and course structure also had a significant correlation, with r= .56, with a p-value of less than .01. Course structure and interface had a correlation of .52 and a p-value of less than .01. Interaction and interface had a correlation of .44 with a p-value of .01. Learner autonomy and interface had a correlation of .37 with a p-value of .01.

Question Three

The third research question was, "Is there a correlation between the levels of use of content area reading for in-service social studies teachers who have successfully completed an online content area reading course and their self-reported attitudes toward content area reading upon exiting the course?" This question was answered by using responses to the post-attitudinal survey and interview data. Only five interview participants had both of these data sets available. Therefore, only five participants were included in this analysis. My directional hypothesis for this question was that there would

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be a significant, positive correlation between the attitudinal score participants reported at the conclusion of the content area reading course and their self-reported levels of use while they were teaching subsequent to the course. However, the results of the Pearson-Product Moment Correlation and the Spearman Correlation yielded led me to reject this hypothesis. Instead of finding a significant, positive correlation, the Pearson-Product Moment Correlation and the Spearman Correlation coefficients were -.97 with a p-value of less than .01 and -.92 with a p-value of .03. Both of these measures indicate that there is a strong, significantly negative correlation between the self-reported attitudes participants held at the end of the course and their self-reported levels of use in their classrooms after the course concluded (see figure 3).
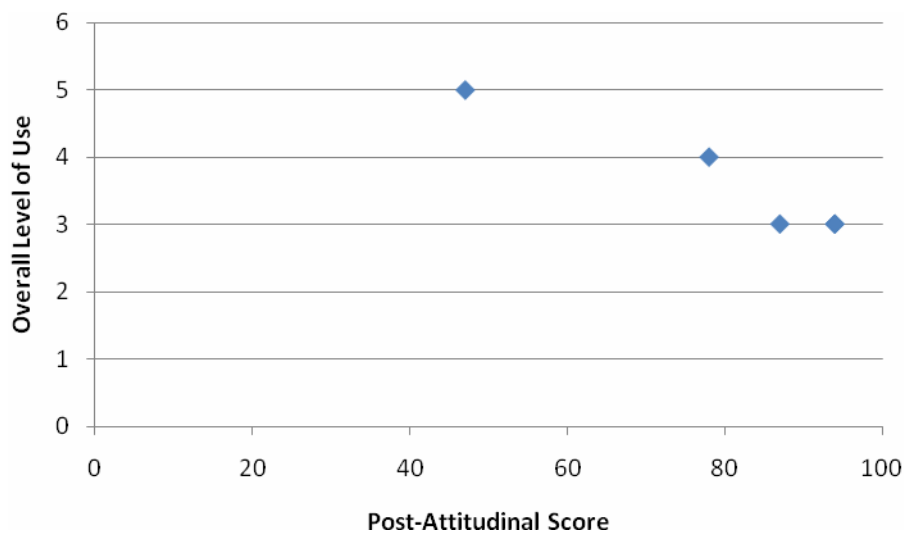
Figure 3: Scatterplot for Overall Level of Use and Post-Attitudinal Score.

Question Four

The fourth question, "What characterizes the process of change as pre-service and in-service social studies teachers learn about, and in-service social studies teachers

implement, content area reading into their curriculum?", led the qualitative inquiry for this study. Four sub-questions were used to explore this question.

Sub-Question One

  The first sub-question was, "What concerns do pre-service and in-service social studies teachers have as they learn about content reading?" From the Open-Ended Statements of Concern that participants submitted, the frequency of each stage of concern at the conclusion of the course was determined. In these data, three of the stages of concerns appeared often. The stage of concern that appeared the most frequently was Stage 2, with 108 occurrences. The second highest frequency was found at Stage 3, where 99 occurrences appeared. The third highest frequency was at Stage 4 where 54 concerns were noted. The other four stages had considerably fewer concerns noted by participants. No instances of the lowest stage of concern, Stage 0, occurred. There were only 4 occurrences of a Stage 1 concern. Finally, both Stages 5 and 6 had only one concern noted. Figure 4 is a bar graph representation of these data. A complete frequency table depicting these results is provided in Appendix V.
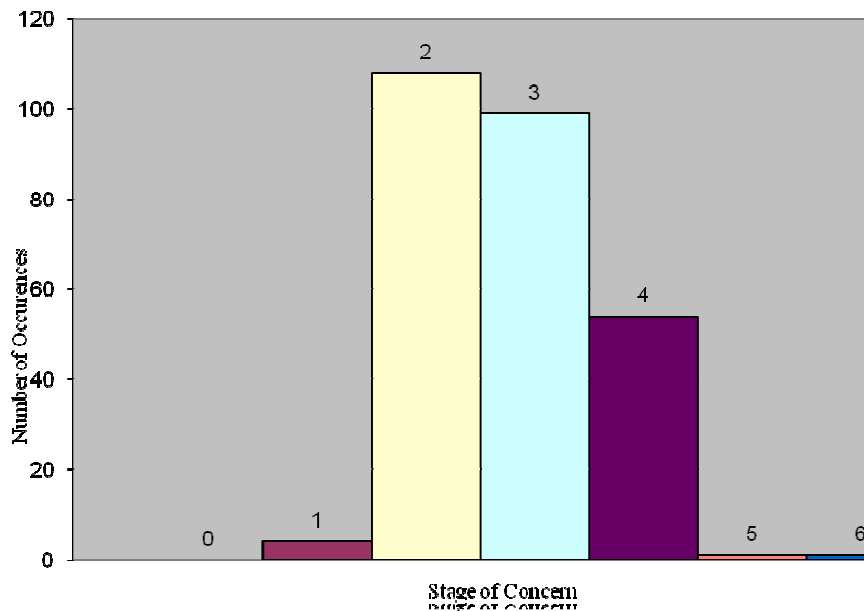
Figure 4: Frequency of Stage of Concern[4].

Further, it was determined that there were 9 participants who were actually teaching at the time of the study and produced a data set that included their stages of concerns. These participants reported stages of concern ranging from stage 1 to stage 4 at the conclusion of the course. Practicing teachers who were enrolled in this course comprised 18.37% of the participants in this data set, while pre-service teachers made up 81.63% of the participants. Considering the small percentage of practicing teachers who participated in this study, they had a higher percentage of concerns comparatively at stages 1, 2, and 3 (i.e. 50% of the stage 1 concerns, 28.7% of the stage 2 concerns, and 20.2% of the stage 3 concerns), and reported virtually the same ratio of stage 4 concerns (18.52% were reported by practicing teacher and 81.48% were reported by pre-service teachers) as the pre-service teachers. Furthermore, practicing teachers did not report any stage 5 or 6 concerns.

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In the second type of analysis performed, the average stage of concern and standard deviation were determined for each participant. An initial scatter plot graph was constructed with the mean stage of concern and standard deviation (refer to Figure 5). Although each stage of concern is represented by a discreet number and the mean stage of concern should be rounded to the nearest whole number in order to determine the participant's overall stage of concern, I constructed a scatter plot graph with the average stages of concerns represented by the obtained mean stage of concern and standard deviation for each participant. I did this because if the standard deviation is taken into account, it is possible that a participant's stage of concern is not being fairly represented by the mean stage of concern after it is rounded to the nearest whole number. For example, consider participant 4202 (refer to Appendix W for a table representing participants' means and standard deviations for stages of concern). This participant had 2 instances of Stage 2 concerns, 4 instances of Stage 3 concerns, and 3 instances of Stage 4 concerns. The obtained mean was 3.1111 with a standard deviation of 0.781736. Therefore, the stage of concern for this participant could range from 2.329 to 3.892, both of which, if rounded to the nearest whole number, would place this participant at very different stages of concern. Furthermore, this initial scatter plot was more useful in the visual representation of the data. From this chart, it is apparent that there is a positive correlation between the mean stage of concern and the standard deviation, meaning that the higher the stage of concern, the more likely the participant is to have concerns that span the seven stages.

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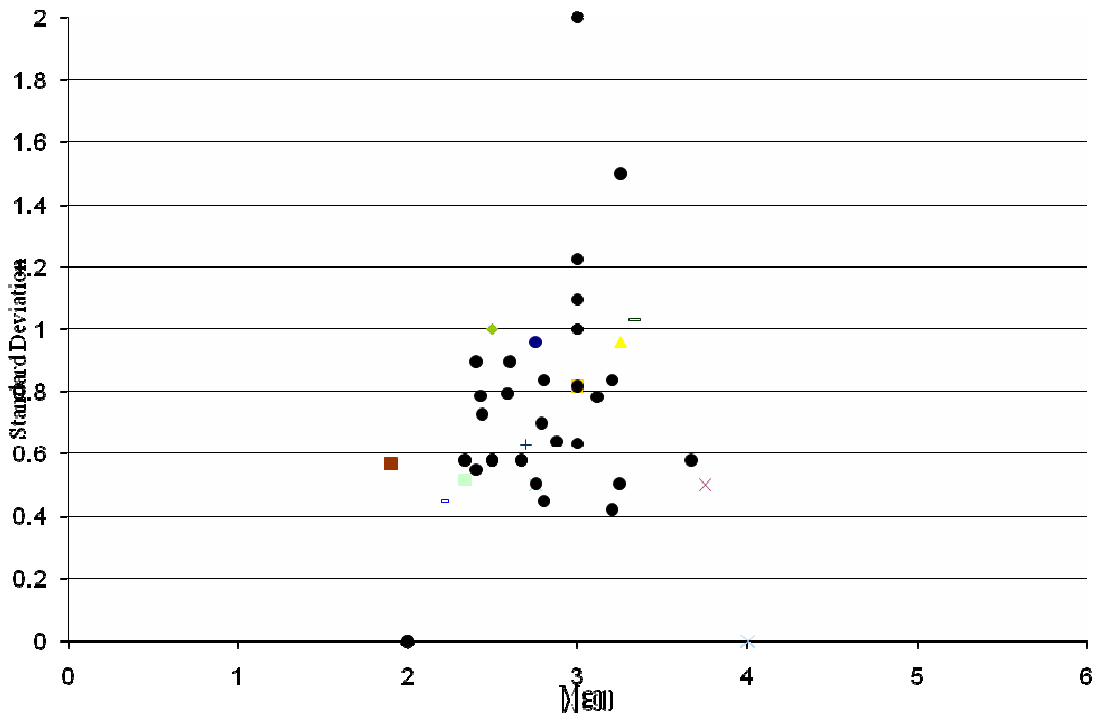
Figure 5: Scatterplot Chart for Mean and Standard Deviation for Stages of Concern[5].

Figure 6 shows mean stages of concern for each participant to the nearest whole number. This illustrates clearly patterns in the overall stages of concern. In this representation, it is clear that the majority of the participants in this study were experiencing stage 2 and stage 3 concerns at the conclusion of the content area reading course, with the majority of concerns falling into the third stage of concern. This was also the stage at which participants expressed the most variability in the types of concerns they were experiencing occurring at the third stage. Relatively few participants expressed Stage 4, overall. Finally, there were no participants who expressed overall concerns that were consistent with Stages 0, 1, 5, or 6.
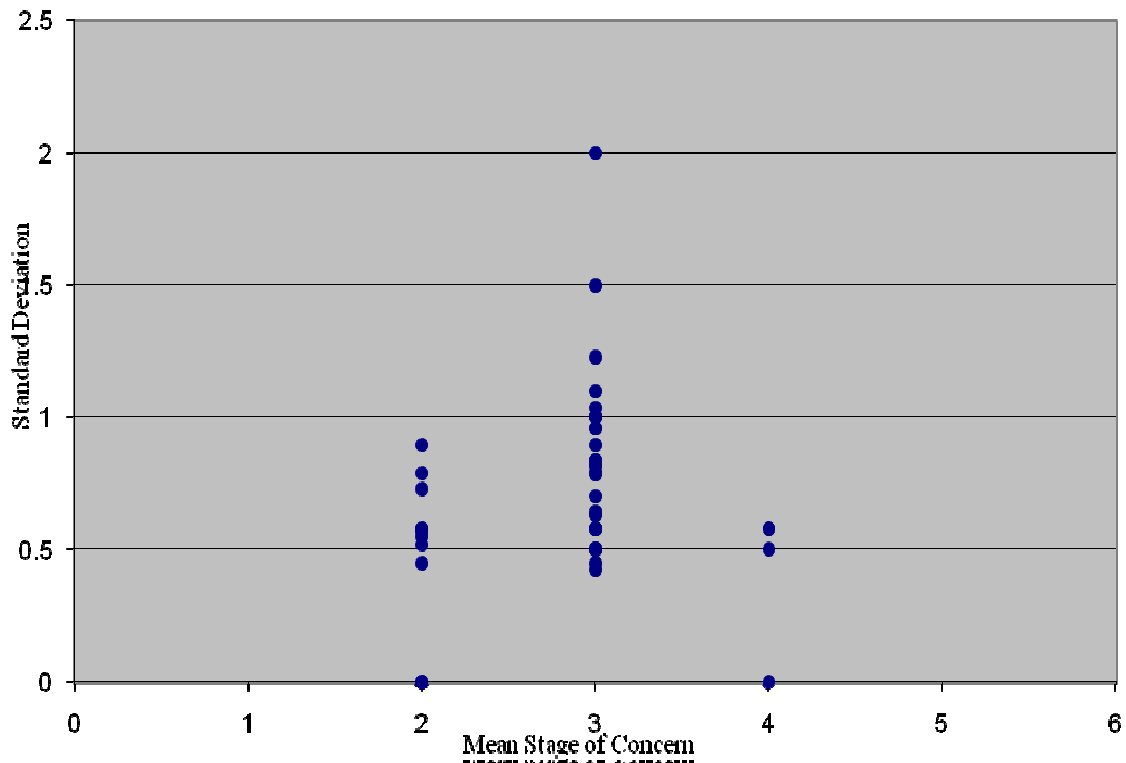
Figure 6: Scatterplot for Mean and Standard Deviation of Participants' Stages of Concern Rounded to the Nearest Whole Number [6].

The final analysis I conducted was an ANOVA. In this analysis, N = 44, and there were 3 levels of groups included—Stage 2, Stage 3, and Stage 4. The null hypothesis was that there was no difference between the post attitudinal scores for participants at Stages 2, 3, and 4. Stages 0, 1, 5, and 6 were not included in this analysis because none of the participants reported an overall stage of concern consistent with these levels. There were 10 participants at Stage 2. The mean post score for these participants was 90.1 with a standard deviation of 7.50481327. Stage 3 had N = 30 participants whose mean post attitudinal score was 85.5333 with a standard deviation of 9.14154342. Only 4

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participants expressed Stage 4 concerns overall. The mean post attitudinal score for this group was 86.25 with a standard deviation of 6.84957420.

In this ANOVA, F=1.05 with a p-value of 0.3597. R^2 was equivalent to 0.048654, which means that only 4.8654% of the variance in the post attitudinal scores can be attributed to the participant's stage of concern (O'Rourke et al., 2005). Based on the obtained F- and p-values, I failed to reject the null hypothesis and concluded that there was little difference in the average post attitudinal scores based on the participants' stages of concern.

Sub-Question Two

The second sub-question was, "At what level of use do in-service social studies teachers who previously took an online content area reading course integrate reading into their curriculum?" To answer this question, each interview participant's self-reported level of use was determined from statements made throughout the interview where he or she described something that he or she was actually doing in the classroom involving content reading. Three coders were used to rate the level of use of the reported behaviors.

These data are depicted in two ways. First, a frequency chart depicting each interview participant's level of use reported throughout the interview was constructed (see Appendix X). The frequency of each level of use ranged from 0 instances of behavior at the levels 1 and 6, to a total of 78 instances of behavior rated to be consistent with level 4a. Between these two extremes, level 3 had 40 instances of behavior reported;

24 instances were reported to be level 4b uses; level 0 had 16 responses; and both levels 2 and 5 had a single instance reported.

Second, Figure 7 shows a negative correlation between the mean and standard deviation level of use for each participant as reported throughout the interview. In other words, as the average level of use increased, the variation in levels of use reported decreased.
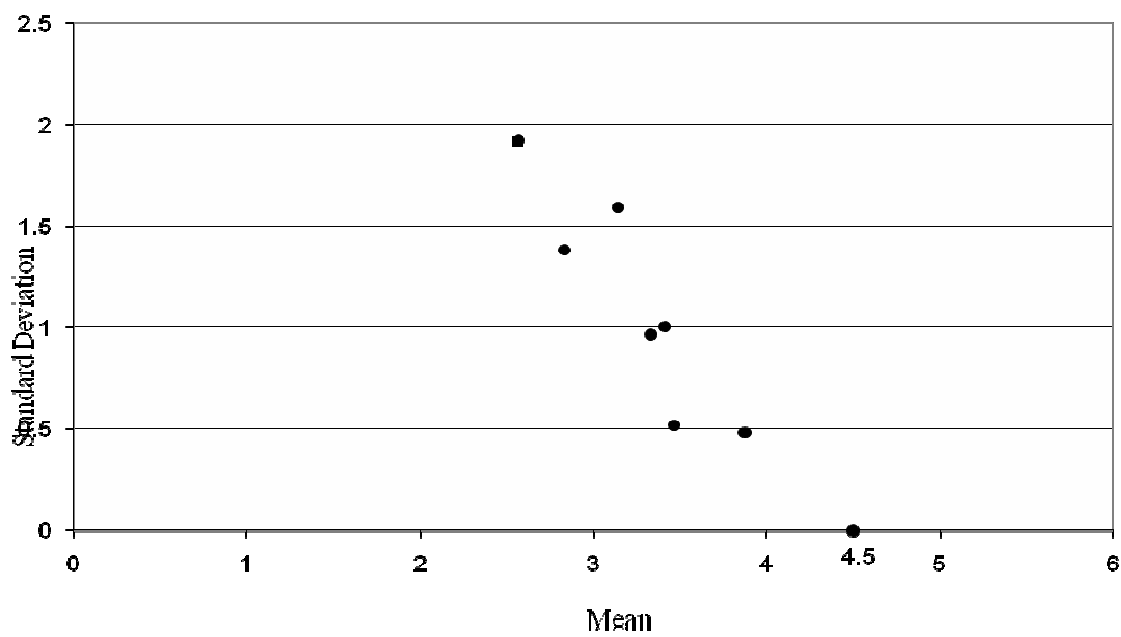

Figure 7: Scatterplot Chart of Mean and Standard Deviations of Participants' Self-Reported Levels of Use [7].

Sub-Question Three

The third sub-question was, "What are some variations of use employed by in-service social studies teachers who previously took an online content area reading course when content area reading is implemented?" After analyzing each interview, several variations of implementations were found. Based on the review of the literature

(Alvermann & Phelps, 2002; Billmeyer & Barton, 2002; Santa et al., 1996; Tovani, 2000), the several strategies were focused on. A description of the various implementations of each strategy follows.

Purpose-setting

After analyzing the interviews, it was determined that only one of the participants in the study, participant 3623, described activities that could be considered ideal applications of purpose-setting. Guided and structured activities, such as anticipation guides, were at the core of lessons and the students guided the direction of the learning. This same participant also reported using purpose-setting in acceptable ways, as did four other interview participants. These participants described setting a purpose by modeling or explaining the purpose in conjunction with a structured activity that allowed the student to come up with their own purpose for learning. An instance of this can be seen in the interview with participant 3622. A description of the use of bell work to set a purpose was given. In the scenario, the students completed an activity and then the teacher intervened and modeled using the activity to set a purpose. Four of the participants were setting a purpose in an unacceptable way because either the purpose was not set, or the teacher reported simply telling the students why the lesson was being taught (Santa et al., 1996; Billmeyer & Barton, 2002).

Prior knowledge

As with purpose-setting, only one participant reported implementing the activation of prior knowledge in an ideal way. This participant provided activities, such as mind streaming, to allow students to determine what connections they had with the content they were learning. Six participants reported using prior knowledge in acceptable ways. Participant 3111 offers a typical example, which included a teacher-directed preview of the text the class was preparing to read. Four participants discussed using prior knowledge in a ways that were not acceptable. These participants described simply telling the students what they already knew about the upcoming content or simply did not use this critical component in their teaching.

Vocabulary knowledge

Ideal use of this critical component was implemented by two interview participants. Both of these participants described using specific graphic organizers that focus on vocabulary development. The students were given the graphic organizer and asked to define the term, relate the concepts to their lives, and find examples and non-examples of the term. By using this method, students looked at the deeper meaning of the concepts to find a personal connection with them. Four participants reported using vocabulary instruction in an acceptable way. While these participants gave students opportunities to learn the definitions, context, and deeper meanings of the key words and concepts they were teaching, vocabulary instruction was mainly led by the teacher. Four participants also reported teaching vocabulary in a traditional manner, meaning they gave

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students the word and asked them to define it and write a sentence with it or they had

students complete a fill-in-the-blank activity with the words. One participant reported

providing students with the words and definitions throughout the lecture. All of these

methods are considered unacceptable because they do not help the student understand the

deeper meaning of the word (Punch & Robinson, 1992; Milligan & Ruff, 1990;

Billmeyer & Barton, 2002). Furthermore, these activities do not foster an understanding

of the connection between concepts and terms.

Reading text

There are several variations of how text can be read that are considered ideal.

Guided reading (Allen, 2000) occurs when students read sections of text independently

and then a class discussion about the text takes place. This would be considered the most

ideal variation of reading text because students are given the opportunity to practice

reading. The discussion that takes place after they have read reinforces what they have

learned if they comprehend the material, or helps them to grasp the meaning of the text if

they did not have comprehension. Two acceptable variations of this reading method are

paired reading (Topping, 1987) and jigsaw reading (Epstein, 1991). In these methods,

students are put into pairs or small groups. One student reads aloud while group mates

take notes or rephrase what was read. After the text is read and the activity is completed,

students may be asked to present the text to the class. The final method used when

students read text is called Round Robin Reading. In this method, the students are called

on to read sections of text aloud to the entire classroom. This method of reading is

considered to be unacceptable because it does not provide students with a fluent reading model and comprehension of text often suffers when it is employed (Glazer, 2006). When text is to be read aloud, it should ideally be done by the teacher because students hear a fluent reader, which can increase their comprehension of the text (Allen, 2000).

Thirteen ideal variations of the reading of text were described throughout seven of the eight interviews. These seven interview participants gave examples of both the students reading text silently in conjunction with an activity or class discussion, as well as teacher-led read-alouds, in which the teacher read to the class. All of these seven participants also described students reading text by using pairs or jigsaw reading. Nine occurrences of these acceptable reading methods were noted. Only two participants described using a form of Round Robin Reading. Participant 2619 described calling on students to read text aloud to the class, while participant 2102 began the reading as the teacher and then called on a student to read, who then called on another student and so on until the entire text was read. Although the participant called this form of reading popcorn reading, it is in effect still considered a variation of Round Robin Reading.

Text organization

Out of the eight interview participants, only one used text organization in an ideal way, where students dissected the text by creating outlines, concept maps, and 3-column notes as they read the text and recognized relationships between the ideas presented (Santa et al., 1996; Billmeyer & Barton, 2002). Six of the eight participants used text organization in acceptable ways, which included teacher-led explanations, modeling, and

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activities revolving around this critical component. Two participants reported not using

this component in their classrooms at all, which is considered unacceptable.

Metacognitive strategies

Half of the interview participants reported ideal uses of metacognitive strategies.

These participants' students were given activities to complete as they read that required

them to interact with the text they were reading. Examples of metacognitive strategies

that were used include strategic highlighting, making marginal notes, development of

questions based on the text, anticipation guides, and note-taking during paired reading

activities. Five participants reported implementing metacognitive strategies in acceptable

ways. Typically, these participants reported directing their students to take notes after the

teacher read a section of text to them, and the note-taking was often modeled to the

students. One participant reported not using metacognitive strategies in the classroom.

Reorganization of materials

This was the only critical component that was used in either an ideal or an

acceptable way in each classroom. There were no reports of use that fell under the

unacceptable category. In fact, six of the eight participants reported the use of

reorganization of materials in ideal ways. Graphic organizers, such as semantic mapping

and note-taking, were the most common ways reorganization took place. Three

participants reported acceptable uses of this component. These participants reported the

use of graphic organizers, but the teacher modeled the reorganization of text to the entire

class, instead of allowing the students to puzzle through the activity themselves. One participant noted that the students were not yet capable of reorganizing the materials on their own, and so teacher-led instruction was necessary. For one participant, no information about reorganization of materials was elicited the interview.

Writing

Six of the interview participants used writing in an ideal way. Many teachers used structured individual activities, prompting their students to reflect on the material they covered. RAFTS and journals are two examples of these types of activities. One teacher paired students to complete a writing activity about the lesson. Another teacher had students develop their own Power Point projects covering the materials in the unit that was being taught. Acceptable uses of writing appeared in three interviews. These teachers reported conducting teacher-led writing activities with the entire class or just allowing students to write open-ended journal entries that were structured only to the extent that they were supposed to be about the lesson topic. One participant reported having students write answers to questions that appeared at the end of the chapter. This use of writing would be considered unacceptable.

Social interaction

Social interaction as reported was ideal for six interview participants. These teachers used small groups or pairs, and provided structured activities that guided their students' interactions. Five participants reported using teacher-led activities with the

entire class. These activities were structured, but interactions were moderated by the teacher instead of the students. Therefore, these interactions were rated as acceptable. One participant reported using unstructured activities to guide social interaction. Though the teacher moderated the class interactions, the participant reported that the activities were not successful because they needed more structure. For these reasons, this use was rated as unacceptable.

Discussion

Discussion was the only component for which there were no reports of ideal use. Six participants reported using structured discussions that were most commonly teacher-led or small group discussions and were often guided by teacher-generated questions about the text. Three participants reported unacceptable uses of discussion, ranging from nonuse to unstructured discussions in small or whole group settings.

Sub-Question Four

The final sub-question, "How do in-service social studies teachers understand their practice after they have completed an online content area reading course?" was answered by considering all of the data collected for each interview participant as described in Chapter 3. The following are quasi-case studies. Some of the case studies provide richer data due to the amount and types provided by the participant.

Participant 3622

Only interview data was available for participant 3622. Of the eight interview participants included in this sub-question, participant 3622 was determined to be using content area reading most effectively based on the innovation configurations reported. Students in participant 3622's classroom were described as being responsible for a large part of their learning. Many of the activities were led by the students. However, this participant is still learning how to implement some of the critical components. This is evident in that this participant described implementing an individual critical component in both acceptable and ideal ways, as described below. There are no instances of unacceptable use for this participant.

In addition to innovation configurations, participant 3622's level of use was determined from the interview. This participant's overall self-reported level of use was 4b, also known as refinement. This participant consistently used content area reading effectively, and reported modifying the use of content area reading in order to benefit students. Quite possibly this participant was in the beginning stages of level 4b because throughout the interview, descriptions of classroom practices were consistent with levels 3 (known as mechanical use), level 4a (also called routine), and level 4b.

The actual classroom practices that were reported by participant 3622 aligned with the principles of content area reading. This participant used both purpose-setting and activation of prior knowledge in acceptable ways. The teacher led the class by explaining and providing an activity for students to engage in so that they could set a purpose for the lesson and activate prior knowledge. The explanation and activities were done in a whole

class setting. Graphic organizers were used to activate prior knowledge (Billmeyer & Barton, 2002).

To develop vocabulary, students were given an activity to complete, such as a graphic organizer, either as a class or individually. The activities that students engaged in helped them to build definitional and contextual knowledge of the word, as well as knowledge that helped them develop deeper understandings of the words and make connections between concepts. This method of vocabulary development is considered to be ideal in content area reading (Billmeyer & Barton, 2002).

When text was read, it was also done in ideal ways. Sometimes the teacher read aloud to the class, modeling strategies as the reading took place. Other times the students read silently. According to Allen (2000), these types of readings are considered to be ideal reading techniques. This teacher also grouped students into pairs or small groups in order to read text aloud with each other and complete an activity as they read; techniques that are considered acceptable.

This participant described analyzing textual organization in ideal as well as acceptable ways. For instance, there was a description of the teacher leading the class in discovering the organizational patterns of the text through modeling and the use of graphic organizers. This is an acceptable use of the critical component. Ideally, the students learn to identify the textual organization on their own. This participant described instances where students were asked to do just that, individually, in pairs, or in small groups.

This participant also modeled and conducted activities where students were taught to use metacognitive strategies and reorganize textual material. This is an acceptable implementation of content area reading because students are shown how to think metacognitively and reorganize information in a way that is more useable. In this teacher's classroom, student-led metacognitive strategies (e.g., marking the text and developing questions) and textual reorganization (e.g., two-column notes) occur in various grouping situations, which is considered ideal.

Social interactions in this participant's classroom were both teacher and student-led and take the form of activities, discussions, and projects. All grouping arrangements were used. This implementation of social interactions ranges from acceptable to ideal.

Finally, the use of discussions by this participant was acceptable. Discussions were structured and guided by teacher-developed questions. All types of groupings were reported as being used, but the teacher remained the center of the discussion and guided students through.

Participant 3314

Participant 3314 was ranked as the second most effective user of content area reading in this study. This participant implemented prior knowledge, purpose setting, vocabulary instruction, metacognitive methods, social interaction, and discussion techniques in much the same way as participant 3622, all being acceptable. This participant reported using a variety of teacher-led activities, strategies, and graphic organizers in a whole class setting. Activities were described as being structured and

requiring students to practice using the strategy or activity. In the description of each of these components, the participant held a large degree of control in the lesson.

Reading of text was done in both acceptable and ideal ways. Students were asked to read aloud to the class in the context of a play. This was done on a voluntary basis and only short segments were read by students. This is considered acceptable rather than ideal only because it is the type of activity requires that the text be read aloud by various people. The teacher also read aloud to students, pausing to discuss sections of text. This is a mixture of shared and guided reading, both of which are considered to be ideal methods of teaching reading (Allen, 2000).

The use of textual organization and writing in this participant's classroom were also reported as being implemented in acceptable and ideal ways. The teacher led whole class activities, but students were also given the opportunity to identify textual patterns and write independently in journals and in response to prompts.

Reorganization of materials was reported as being implemented in ideal ways. Students were able reorganize textual material on their own. They were provided with a structured activity consisting of a graphic organizer in order to complete this task.

This participant was the only participant to report an overall level of use of 5, or the integration level. This participant collaborated with another, more experienced teacher, throughout the school year. These teachers planned lessons and activities together in order to integrate content area reading into their complimentary curricula. Throughout the interview, this participant reported various levels of use, including 2 instances of level 0, or non-use; 1 level 3 instance, also called mechanical use; 9 level 4a

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instances, or routine use; 5 instances of refinement, or 4b use; and 1 instance of integration, or level 5 use.

The data collected at the conclusion of the course was in contrast to what was reported in this interview. For example, this participant's score on the post-attitudinal survey toward content area reading was only 47. According to Vaughan (1977), this is a low score, indicating a negative attitude toward content area reading. However, the post-survey data concerning the perception of the online course for this participant indicated a positive attitude toward the online course itself.

At the conclusion of the course, this participant expressed concerns that were consistent with stage 4, the consequence stage. The concerns surrounding this stage center on how instruction impacts students and how students will be assessed. This participant was concerned about whether the students grasped the concepts and if content area reading was effective for all of the students. Finally, there were concerns expressed about the FCAT and pressures concerning reading and social studies. If the participant was not sure that her students were grasping concepts while she was implementing the content area reading components and strategies, then these types of concerns would be consistent with a low attitudinal score on the Vaughan (1977) scale.

Using a 7-point Likert scale, the mean score for: course interaction was 6.89, course structure was 7, learner autonomy was 7, and interface was 6.6. The overall score for this survey was 186, and the mean score for the survey was 6.89. No pre-survey data was available for this participant.

Participant 3623

Only interview data was available for participant 3623. Based on the interview data, participant 3623 was ranked as the participant who used content reading third most effectively. This participant's overall LoU was reportedly a 3, meaning that management of content area reading's use determines the ways in which it is executed in the classroom. Throughout the interview, 8 instances of level 3 behaviors and 7 instances of level 4a behaviors were noted.

This participant implemented many of the critical components of content area reading in ideal and acceptable ways. There were indications throughout the interview that the participant experimented with various components and used what seemed to work best at the time. For example, this participant described using pairs because small grouping was not working. Also, this participant talked about problems with the lowest readers in the class grasping concepts. Several times, the participant discussed doing what made sense and using trial and error when implementing strategies in the classroom. This became clear as the participant explained some of the strategies and activities used in the classroom and wondered if they were actual strategies that are recommended in the field of content area reading.

The innovation configurations employed by this participant were fairly consistent with what would be considered ideal and acceptable uses of content area reading. For instance, purpose-setting and prior knowledge were both led by the teacher in a whole group setting and done by students working independently or in pairs using various activities such as anticipation guides and mindstreaming. Vocabulary instruction

followed this general pattern as well. This participant described giving the students

Frayer models to complete on their own, which would be ideal use of content reading,

and using teacher-led activities as the students completed a vocabulary notebook, which

would be considered acceptable.

The ways in which this participant described reading text can all be considered

ideal or acceptable. In some instances, the participant read aloud to the entire class. This

serves as a fluent model to the students before they begin to read on their own. Following

the read-aloud, the students silently read the text or read it aloud in pairs. During pairs

reading, one student actively listens and repeats back important points that the reader has

covered. Students were also expected to read text independently for homework.

Another component that was implemented in a solely ideal way is writing. This

participant provided students with tasks in which they must either apply or demonstrate

an understanding of the content they are learning. The use of RAFT, which is a strategy

that requires the student to write from another's perspective; journaling; and authentic

tasks, like writing letters to an editor, are described throughout the interview. The

students completed these tasks independently without the use of graphic organizers.

Both text organization and social interaction were described in ways that are ideal

and acceptable. For both components, some student-led activities were described. When

students identified text structure, they worked independently as they completed an

activity, such as SQ3R, an activity that requires students to survey the text prior to

reading it. The teacher also taught text organization to the whole class. These instances

took place during whole group instruction and the participant described identifying and

explaining the textual organization. This would be considered an acceptable application of this component.

During social interaction, students were given the opportunity to lead the activities. They were paired with another student and then given an activity to complete. The participant described providing graphic organizers to help guide the students. This would be an example of ideal use of social interaction. Social interaction and discussion overlap when the participant led whole group discussions in which the students had the chance to interact socially. This is the only way in which discussion is described in this participant's interview. This would be considered an acceptable use of both components.

Metacognition was the only component that was used in both acceptable and unacceptable ways. When implemented in an acceptable manner, the students were described as completing individual activities, such as the SQ3R, without using graphic organizers. Additionally, this component was used in an unacceptable way. This participant described using teacher-led instruction in which the students were told what to look for. From the description, the raters agreed that the teacher was not describing modeling metacognition to the students because of the degree of uncertainty described in the interview with regard to this component.

Finally, there was no information in this interview pertaining to the final component, the reorganization of materials. However, this participant described the use of various types of graphic organizers throughout the interview. Therefore, there is adequate information to conclude that the students do reorganize the materials in various

ways. Unfortunately, it is impossible to determine if the use of this component is ideal, acceptable, or unacceptable.

Participant 3111

Participant 3111 was ranked as the fourth most effective participant in the study. All of the data collected during the course was provided by this participant. On the pre-attitudinal survey regarding content area reading, this participant's score was 76. On the post-attitudinal survey, the score increased to 78. Both of these scores fall within the average range on the attitudinal scale. On the post-survey measuring the perceptions of an online course, this participant had a mean score of 4.67 on the interaction portion, 4.8 on the course structure, 5.43 on learner autonomy, and 3.8 on the interface. Most of these scores are fairly close to neutral, showing slightly positive or slightly negative feelings about the course. The overall mean of this participant's score on this measure was 4.675, which is consistent with the individual mean scores for each area.

At the conclusion of the course, this participant also provided statements that were rated for SoC. Two of the concerns were rated as stage 2, or personal concerns, because they showed that the participant was not sure of the demands of content area reading. Specifically, the concerns dealt with how many words to teach and how to determine what is important to focus on. The other two concerns were stage 3, or management concerns. Both of these concerns dealt with time restrictions and time management.

Interestingly, when this participant was interviewed several months after completing the course, the overall level of use was 4a, which means that the use of content area reading was routine. Of the 21 statements throughout the interview that were rated for level of use, 15 were rated at the routine level, two were rated as level 3, or mechanical use, and 4 were rated at level 0, or non-use. The four interview responses that were rated as level 0 concerned not using resources outside of the textbook, teaching vocabulary through the activities provided in the textbook chapters and having students use words in sentences and describe what they did the previous day instead of having a prior knowledge activity.

The level of use data naturally leads into the innovation configurations employed. Many of the practices that this participant used are considered to be acceptable or ideal. For instance, the teacher read text aloud to students and the students read text silently and in pairs. The first two behaviors are ideal, while the third is acceptable. Student-led activities were provided to guide metacognition, which is ideal use of this component. The reorganization of materials took place in both ideal and acceptable ways as the students created foldable brochures that addressed the content they learned and the teacher led class activities and showed them how to reorganize textual material. Both writing and social interaction were conducted in ideal ways. This participant used student-led activities for these components. While writing, students composed news articles and journal entries related to the content. For social interaction, students were divided into pairs or small groups in order to complete some type of activity together. Text organization was identified through teacher-led whole group instruction in which

the teacher modeled and identified the organizational patterns used by the author. This would be considered acceptable use of this component. As seen in the levels of use section, this participant implemented prior knowledge in an unacceptable way by simply telling the students what was covered the previous day. However, this participant also reported leading students through predictions and previews at the beginning of a lesson, which would be considered acceptable. Purpose-setting was conducted in the same acceptable and unacceptable ways as prior knowledge. Vocabulary was taught through the activities provided in the book chapters and by having students write the words in a sentence. This is contrary to content area reading guidelines (Billmeyer & Barton, 2002), and is considered unacceptable. This participant did not use discussions in the classroom, which is also considered unacceptable.

Participant 2102

Participant 2102 was rated as the fifth most effective interview participant when using content area reading. On the pre-survey, this participant's total attitudinal score was 79, which falls into the average range. On the post survey, the attitudinal score was reportedly 94, a high score according to this survey. The overall mean score for the survey measuring the perception of the online course was 5.2. This participant's mean score for the interaction portion of the survey was 5.9, for course structure was 4.11, for learner autonomy was 5.0 and for interface was 5.8.

The SoC reported upon the conclusion of the course showed that this participant had both personal and management concerns. Of the six responses that were given by this

participant, four of them centered on feelings of not being qualified to teach reading to students or meet the needs of struggling students, a fear of lack of support, and concerns about being held accountable for teaching reading skills in addition to course content. This array of concerns falls into stage 2, personal concerns. The remaining two concerns dealt with having adequate time to teach both the course content and reading. These concerns fall under stage 3, or management concerns.

When this participant was interviewed as a classroom teacher, the self-reported level of use was 3, which is the mechanical use level. The responses throughout the interview that were rated for levels of use were rated as levels 3 and 4a consistently. Only one level 0 and one level 2 response was recorded during the interview. The level 0 response regarded a lack of vocabulary instruction. The level 2 response dealt with the fact that the participant had begun to implement writing into the course, but was unsure of how to do it effectively.

When considering the variations in how the critical components of content area reading were implemented, only one was considered to be done in an ideal way. Social interaction was implemented ideally in that the students engaged in an activity that centered around text they were reading. This occurred in small groups or pairs. Social interaction also took place when the teacher led activities and discussions with the whole class, which would be classified as acceptable.

This participant also reported implementing vocabulary development, metacognition, reorganization of materials, textual organization, and writing in acceptable ways. Both metacognition and writing were just beginning to be used in the

class and the teacher and students were developing an understanding of how to use these components. For example, students were led by the teacher as a whole class and shown how to think metacognitively about the text as the teacher modeled reading, stopping, and taking notes on a section of text. Similarly, students were asked to complete an open-ended journal for their writing assignment, which is not structured.

Vocabulary instruction reportedly took the form of a word web, which was constructed by the entire class based on the definitional and contextual knowledge of the words. The teacher guided this instruction and the students did not have the opportunity to see deeper connections between the words. When reorganizing materials, the whole class engaged in an activity that involved a graphic organizer. The participant reported that the students had to be guided through this activity by the teacher because they were not capable of handling the task on their own. When text organization was considered, the participant described explaining and modeling how to identify the organizational patterns used in the text. Three of the components—prior knowledge, reading text, and discussion—are used in acceptable and unacceptable ways. This participant reported telling the class what they already know about the topic during some lessons. At other times, the teacher showed the class how to figure out what they know about the topic by previewing the text with them. Simply telling the class what they know would be unacceptable implementation of prior knowledge. However, previewing the text is acceptable. Similarly, when text was read it was done in both acceptable and unacceptable ways. At one point this participant reported reading aloud to the students. Other times, the teacher used popcorn reading. This is unacceptable because it is a

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modified form of Round Robin reading. Discussion is the final component that had both acceptable and unacceptable implementations. This participant reported using teacher-led, whole group discussions about the readings. This type of structured discussion is acceptable. This participant also used unguided discussions led by the students in a whole class setting. This is unacceptable because there is a lack of structure. Finally, this participant reported not using purpose-setting, which is unacceptable.

Although this participant reported using group work and graphic organizers frequently in the classroom, the students were not proficient in using content area reading strategies. The teacher reported a high level of student dependence. Furthermore, this participant reported using some unguided and traditional teaching methods that do not correspond to content area reading principles.

Participant 2108

Participant 2108 was ranked the sixth most effective user of content area reading of all the interview participants in this study. This participant's attitude toward content area reading at the onset of the course, with a score of 84, was above average. At the conclusion of the course, this score increased to 87. Also recorded by the post-survey was the perception of the online course. This participant's overall score was 154. The overall mean score was 5.7 for this survey, with 5.56 as the mean score for interaction, 6.0 for course structure, 6.14 for learner autonomy, and 5.0 for interface. The mean scores for each category measured in this survey, as well as the overall mean score, indicate a moderately positive perception of the online course.

The concerns that this participant expressed at the conclusion of the course ranged from level 2 concerns to level 4 concerns. The majority of the concerns were personal concerns; specifically, this participant was concerned about being competent enough to help struggling students and students who had gotten through school without the skills needed to proceed, as well as issues surrounding a lack of funding and support for the teacher. Three level 3 concerns were expressed that dealt with the amount of extra work required of the teacher and students, the impact of decreased funding on the availability of resources for the students, and time management issues. The sole level 4a concern was about how best to help students grasp what is taught in the classroom.

From the interview, the overall LoU self-reported by the participant was a level 3, or mechanical use. However, nearly half of the descriptions of teaching methods throughout this interview were consistent with a LoU of 4a, which is the routine level. Only two descriptions were level 3, or mechanical use. Three instances of level 0 behaviors were reported, meaning that those components were not used or were not consistent with the principles of content area reading. Finally, one level 4b description, also called the refinement level, was reported.

The variations used by this participant range from being ideal to unacceptable. Three of the critical components were implemented in ideal ways. Students used metacognition as they took notes while reading aloud in small groups. This is ideal in that it required them to discriminate between the important and unimportant information provided. When they reorganized the textual materials, they also did it in an ideal way. Students were given a graphic organizer and worked individually to visually recreate the

text. Although this description did fall into an ideal use category for this component, it was unclear from the interview if this was the typical way in which students engaged with this component.

The ways that the participant described reading text and social interaction were both ideal and acceptable. For instance, the teacher did report reading aloud to students, which is ideal. The students also read aloud to each other in small groups. This is acceptable rather than ideal because there is not necessarily a fluent reading model. Social interaction occurred through a variety of methods, namely discussions, think pair shares, and reenactments. Some of these were student-led, structured activities that took place in small groups. These are ideal uses of social interaction. Some of these were teacher-led, structured activities, which were acceptable implementations of this component.

Purpose-setting, writing, and discussion were implemented in acceptable ways. All of these components were directed by the teacher. For instance, purpose-setting was described as taking place through teacher-led activities in a whole group setting. Writing occurred when the students responded to teacher-generated questions about the content. Discussions were led by the teacher as both whole group and small group activities. These were acceptable uses of the components because while the activities were structured, the students depended on the teacher for instruction.

Throughout the interview, this participant reported not using particular components of content area reading, but later gave examples of how they were being used in the classroom. For instance, when asked about metacognitive strategies, the

participant said they were not implemented. However, there is a description of students

reading and taking notes on the text as they encounter the material, which is an ideal use

of a metacognitive strategy. There were two components that the participant reported not

using, prior knowledge and text organization that were also not described in the interview

by the participant. These components were rated as unacceptable because they were not

being implemented in the classroom at all.

Participant 3107

Participant 3107 was the seventh most effective interview participant in this

study., This participant scored 81 as an initial attitude toward content area reading on the

pre-survey. This score represents an above average attitude on the scale used. At the

conclusion of the course, the attitudinal score increased to 94, which is considered a high

score for attitudes toward content area reading. Similarly, the perception of the online

course was moderately to strongly positive for this participant. The overall mean score

for the perceptions survey was 6.2. This is a moderately positive score consistent with a

rating of agreement. The mean for the interaction category was 5.4, a slightly lower score

than the overall mean. However, 6.0 was the mean for course structure, 6.71was the mean

for learner autonomy, and 6.8 was the mean for interface. These means show moderate to

strong positive perceptions of the online course.

The SoC reported by this participant at the conclusion of the course expressed

concerns at the personal, the management, and the consequence stages, with most falling

into the management stage. The stage 2 concerns expressed dealt with the need for all

teachers to teach reading in their classrooms, the ability to accurately assess students,

competency in addressing curriculum and implementing learning styles, and a lack of

parental support. The stage 3 concerns revolved around time management, the level of

text difficulty, class size, and student accountability. The stage 4 concern was that content

reading might turn students off to reading altogether.

The overall LoU was level 3, mechanical use. However, the LoU reported by the

participant during the interview were mainly levels 3 and 4a. In many of the descriptions

provided, the teacher led the students through strategies and activities that were centered

on content area reading. Although not always in line with the principles of content area

reading, this participant attempted to implement the components. The variations used in

the reorganization of materials, metacognition, and writing were ideal. For these

components, students worked independently, in pairs, or in small groups in order to

complete activities. Venn diagrams, note taking, and the creation of pamphlets that went

into the content in-depth were all used, and qualify as reorganization of materials and

writing. For metacognition, students were put into small groups to complete a jigsaw

reading, during which they took notes that they later presented to the class.

Two components—prior knowledge and text organization—were employed in

acceptable ways. For prior knowledge, the teacher led a discussion with the whole class

about previous lessons. The discussion was guided by the teacher and was not student-

focused. Text organization took place in much the same way, where the teacher explained

the organization of the text to students. The students did not participate in identification

of the organizational patterns.

Social interaction was practiced in ideal ways, as explained in the sections concerning metacognition and the reorganization of text. It was also used in unacceptable ways. An instance of unacceptable use was given with a description of a discussion that took place. Though the students led the discussion, it was not structured and the participant reported that it became out of control and had to be ended. Another unacceptable use of a component occurred for purpose-setting. When setting a purpose, the participant reported simply telling the students what to look for and why it was important. The students did not learn how to set a purpose for themselves and had no intrinsic reason for participating in the activities.

Participant 3107 did explain ways in which content area reading was being implemented in the classroom. However, many of the descriptions provided showed the lessons to be highly controlled by the teacher. Students were often not the focus and rarely had an opportunity to guide the direction of the activities. In one instance, when they were given this chance, the activity was so unstructured that they could not complete it. Finally, there were instances of traditional styles of teaching, in which the teacher simply told the students what they needed to know, instead of having them work toward an understanding of the content as noted in the description of purpose-setting.

Participant 2619

Participant 2619 was rated as the eighth most effective user of content area reading out of the interview participants. Only interview data is available for this participant. From the interview data, the overall LoU reported by the participant was a

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level 1, which is the orientation level. At this level, the participant had exposure to content area reading in the form of the online course, but was in the process of deciding whether or not to implement it in the classroom. Throughout the interview, there were instances of level 0, level 3 and level 4a uses described, which means that although the participant was not convinced that content area reading should be used, there were times that particular components of content area reading were implemented in the participant's classroom.

The variations in how the components were put into practice ranged from ideal to unacceptable. Reorganization of the text was the only component that was reportedly done in an ideal manner only. The participant reported putting students into pairs to create a PowerPoint presentation concerning the content of the course. This included portions of writing and social interaction, and constituted an ideal use of those components. However, writing was also conducted in unacceptable ways. This occurred when the students were provided with questions to answer in a reading guide. The questions were teacher-generated and focused on the vocabulary and events in the reading. This was the only example given in which vocabulary instruction was brought into the classroom. There was not enough information provided to see how the vocabulary instruction was conducted through the reading guide.

This participant did report reading aloud to students, which is an ideal practice, as well having the students read in pairs, which is acceptable. However, the participant also described using Round Robin reading on more than one occasion in the interview. This would be an unacceptable implementation of reading text.

Discussions and debates were used in this classroom. Both of these activities fall into the categories of discussion and social interaction. The discussion was an example of an acceptable practice because it was guided by questions and led by the teacher. In other words, it was structured. The debate was led by the students, but was unstructured. Therefore, this would be an example of an unacceptable implementation of discussion and social interaction.

Aside from those previously mentioned, there are four remaining components of content area reading. This participant reported not using purpose-setting, prior knowledge, text organization, or metacognition in the classroom. This is considered unacceptable according to the principles of content area reading.

Conclusion

Statistical and qualitative data analyses were provided in this chapter to answer the four research questions. Results of these analyses indicated that attitudes of students enrolled in the online content area reading course significantly improved toward content area reading between the beginning and the end of the course. Furthermore, the attitudes of students toward content area reading strongly correlated with their perceptions of the course, meaning that if the student had a positive perception of the course, their attitude toward content area reading was also positive. A third finding indicated a negative correlation between students' attitudes toward content area reading at the conclusion of the course and their levels of use subsequent to taking the course. Finally, in-service teachers who had previously completed the online content area course had varying ways

of implementing the components of content area reading, which included ideal,

acceptable, and unacceptable uses. These implementations took on a wide range of

aspects, including different groupings, activities, and teaching methods in general.

CHAPTER 5

CONCLUSIONS

This final chapter provides an in-depth analysis of the results presented in the

fourth chapter. I begin by looking at the purpose of the study. An analysis of the results

for each research question follows. Finally, implications and recommendations for future

research are presented.

Purpose

The purpose of this study was to consider the process of change that pre-service

and in-service social studies teachers experience as they complete an online content area

reading course that is designed based on the principles of content area reading, as well as

when they decide whether or not to implement content area reading into their own

classrooms subsequent to completing the course. The importance of this study becomes

clear when the amount of resistance to content area reading by both pre-service and in-

service teachers is considered (Daisey & Shroyer, 1993; Jacobs, 2002; Ratekin et al.,

1985; Stewart, 1990; Stewart & O'Brien, 1989). By considering teachers' attitudes

toward content area reading, perceptions of the online course, various concerns about

content area reading, levels of use, and variations in implementation of the critical

components of content area reading once practicing in a classroom, recommendations for various types of intervention and support can be made to combat resistance during the course and beyond.

<center>Analysis of Results</center>

In order to fully explore the process of change that participants underwent as they successfully completed the online content area reading course and subsequently began teaching, four research questions were answered. The first three were quantitative, and the fourth was qualitative. The data collected to answer these questions was presented in chapter four. In this chapter an analysis of the results is given.

<center>*Question One*</center>

The first question was; "To what extent do the attitudes of pre-service and in-service social studies teachers enrolled in an online content area reading course change toward content area reading between entry and exit of the course?" The directional hypothesis was that there would be a significant, negative change in the participants' attitudes toward content area reading between entry and exit of the online content area reading course because often students reportedly have continuing misconceptions about, and are frustrated when using, content area reading, even after successfully completing a course in it (Daisey & Shroyer, 1993; Richardson et al., 1991). The null hypothesis tested was that there would be no change in participants' attitudes toward content area reading between entry and exit of the on-line, content area reading course.

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Results indicated a large, positive increase in attitudinal scores. There are many possible explanations for this increase in the attitudinal scores toward content area reading over the course of a semester for pre-service and in-service teachers who successfully completed this online course. The first possibility is that the course modeled the use of content area reading by presenting lessons and activities in ways that were consistent with the principles of content area reading. Students who took the course completed various activities and graphic organizers that are part of content area reading. Working through the strategies and graphic organizers may have helped them conceptualize how these could be applied to their own classrooms. Evidence of this comes from other successful programs, such as Project CRISS, that have a similar structure (Santa et al., 1996).

Another possible explanation for the positive change in attitudes toward content area reading could be that there was a shift in beliefs about content area reading. At the onset of the course, students may have had misconceptions about what content area reading is, how it can be applied in the classroom, and what their responsibilities would be when implementing it in the curriculum. As the semester progressed and the participants were exposed to the principles and underlying concepts of content area reading and were given opportunities to work through activities consistent with those principles and concepts, their beliefs may have changed and their understanding of content area reading may have become more accurate (Rogers, 1962; Santa et al., 1996; Billmeyer & Barton, 2002; Tovani, 2003).

The final possible explanation for this positive increase in attitudinal scores toward content area reading is that participants in the study realized that there is a pressure by some school districts, including the School District of Hillsborough County, which governs the schools in the county where this study was conducted, and administrators on teachers to implement reading into the content areas in order to satisfy NCLB and FCAT requirements, as noted in several participants' open-ended statements of concern. For example, participant 2060 wrote, "Another concern I have is that many schools today are becoming so focused on teaching content area reading that the actual course content itself is being neglected…how can this be fixed?" and participant 2984 said, "Another concern deals with that dirty four letter word we all have to deal with, 'FCAT.' I have been pressured to implement more reading methods, so that my students get more practice for the FCAT, and I am supposed to put aside subject material if necessary." Although participant 3314, who taught in Punta Gorda, Florida, reported not feeling pressure to implement reading in the curriculum, another participant discussed interviews she had experienced after the interview for this study concluded. According to her, the panel that interviewed her asked specific questions about her knowledge of implementing reading into the social studies curriculum (Anonymous, personal communication, December 7, 2005). Additionally, at least two interview participants discussed the use of readings that reflect the types of text students encounter on the FCAT. Participant 3622 discussed the fact that the social studies department at the school where this participant teaches meets to discuss reading strategies that should be used in the social studies classroom, and the principal requires that all teachers use text and

questioning that reflects those that appear on the FCAT. For those who are looking for social studies teaching positions, as well as those who currently hold a teaching position, the pressure to use reading strategies is visible, especially in light of the high stakes that are placed upon the results of the FCAT. This may be a motivating factor in wanting to learn how to apply content area reading in the classroom. As Clarke (2003) and Fullan (1993) discuss, problems instigate change. The pressure felt by teachers creates a problem that motivates them to use content area reading.

A second statistical analysis indicated a lack of correlation, possibly suggesting that the research-based strategies participants were exposed to during the course, the realization that they needed to understand how to apply these methods in a classroom in order to secure and maintain employment in many of the local schools, the ability to try the strategies and conceptualize how these methods could be applied to a classroom, and the model of the principle of content area reading provided through the design and delivery of this course were more impactful than the attitudes held at the onset of the course. Therefore, the participants beliefs about the usefulness of content area reading changed, which is one of the factors that affects the decision to implement (Rogers, 1962).

Question Two

The second question was; "Is there a correlation between the perceptions pre-service and in-service social studies teachers have toward taking a course in an online mediated environment and their attitudes toward content area reading?" The results of

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this analysis indicate that there is a large, significant correlation between the overall perception of the online course and the participants' attitudes about content area reading at the conclusion of the course. This correlation between the perceptions of the online course and the attitude toward content area reading at the conclusion of the course is consistent with the findings of Pascarella et al. (1996) and Yellen (1997-1998). This correlation shows that all four of the major aspects of an online course that were measured by the perceptions survey, namely course interaction, course structure, learner autonomy, and interface, positively correlate with the attitude toward the content that the student leaves the course with.

The perceptions survey provided an overall score, as well as scores in four categories relating to online courses. The strongest relationship between the attitudes toward the course content and satisfaction with the course have to do with the types of interactions that take place in the course. This finding shows that in order to cultivate positive attitudes toward content area reading in an online course, it is imperative that participants receive feedback from the instructor, have the ability to communicate with the instructor, are able to interact with peers in ways that further their understanding of the course content, are in a class of an appropriate size, are able to understand the content, and have the ability to get assistance if they don't understand the content.

The other three areas that were measured on this survey were moderately correlated with the attitudes participants' held toward content area reading at the conclusion of the course. Of these three, learner autonomy had the strongest correlation. Learner autonomy is measured by considering the participant's perceived independence

and interdependence within the context of the learning environment. To measure independence, participants were asked to rate statements about their ability to direct their own learning, access resources needed, and complete assignments. Interdependence focused on participation in discussions and contributions of the instructor to the course overall. Based on this finding, students should be given opportunities to work independently and interdependently over the course of the semester.

Course structure also had a medium, positive correlation with the post-attitudinal survey. The two areas that were measured by the survey with regard to course structure were the organization of the course and the delivery of content. Participants reacted to statements about the clarity of the syllabus, reasonableness of the assignments, and grading criteria when responding to the course organization. When considering the course delivery, statements focused on the accessibility of course materials, how well course materials addressed student needs, and active participation in the learning process. A moderate correlation was evident between course structure and post-attitudinal scores. From this finding, it is apparent that the online course design should address the needs of the students in order to encourage positive attitudes toward course content. Specifically, the syllabus and grading criteria should be clear and specific, the assignments should be reasonable, the course materials should be accessible and meet student needs, and students should be provided with opportunities to actively participate in the learning process.

Interface was the final category that was measured by the perceptions survey. This area had the weakest correlation with attitude toward content area reading at the

conclusion of the course, but was still moderately correlated with attitude. This finding indicates that there is a moderate relationship between the course interface and the attitudes participants held toward the content at the conclusion of the course. The statements that students reacted to in this section dealt with their beliefs about Internet courses allowing efficient and interactive learning, presentation of the online course, and the ability for the Internet to provide a quality learning environment. This section also contained statements about the Internet's ability to spark interest in learning and the availability of technical support. Based on the moderate positive correlation that was found, there is evidence that a relationship between the beliefs that students hold about taking and online course and the attitudes they hold toward the content of the course exists. For this reason, the course should be structured in such a way that students receive support and interact in ways that can create interest in the material.

In addition to the correlation between the subscores and post-attitudinal measure, there were also positive, moderate and weak correlations between subcategories on the online course perception survey. Course structure had a positive, moderate correlation with three of the five subcategories on this measure. Specifically, course structure correlated with learner autonomy, interaction, and interface to a moderate degree. Interaction and learner autonomy also had positive, moderate correlations to each other. Based on this finding, it is important that the issues surrounding the structure of the course, types of interactions, and autonomy of the students is taken into consideration in the delivery of the course. The correlation between interaction and interface, as well as between learner autonomy and interface, showed a weak, positive correlation. Although

these factors are important within a course, the interaction between them may be less critical than those previously mentioned.

Question Three

The third question was, "Is there a correlation between the levels of use of content area reading for in-service social studies teachers who have successfully completed an online content area reading course and their self-reported attitudes toward content area reading upon exiting the course?" Two measures were used to answer this question. Both indicated a strong, negative correlation between the attitude toward content area reading at the conclusion of the course and the participants' levels of use in the classroom. In other words, the lower the post-attitudinal scores toward content area reading, the higher the level of use was in the classroom subsequent to the course, and vice versa.

There are possible explanations for this phenomenon. The first is that the level of use at which an innovation is implemented represents a developmental process (Loucks et al., 1998). Just because a participant expressed a positive attitude toward implementing content area reading into the curriculum, they will not automatically be proficient users of content area reading. The implementation of content area reading is a process that takes place over time. This assertion is consistent with an assumption of change which states that change is a cyclic process that takes place over time, and doesn't occur suddenly (Clarke, 2003; Fullan, 1993; Hall & Hord, 1987; Kuhn, 1962). Participants who are committed to using this innovation will progress through the levels of use as they become more experienced with implementing the components (Hord et al., 1997). This process

can also be influenced by the amount and type of support they receive while attempting to implement it. As Clarke (2003), Fullan (1993), Hord et al. (1997), and Nelson (1991) emphasize, a change facilitator is instrumental in providing support through the implementation process. As they become more comfortable with implementation of one part of content area reading, they may begin to experiment with another. This relates to the characteristics of change mentioned by Roger (1962) according to which an innovation user must have the ability to try the innovation on a trial basis, see the results of using the innovation, and view the innovation as having benefits over the old methods. In this way, participants increase their level of use over time. Therefore, a lower level of use does not necessarily translate into a poor attitude toward content area reading.

In addition to the process that participants must go through as they progress to higher levels of use, the amount and type of teaching experience and support that the participant receives while implementing content area reading into the classroom must be considered. For instance, participant 3314 reported having a poor attitude toward content area reading at the conclusion of the course, but the overall level of use in the classroom subsequent to the conclusion of the course was a five. These two scores were the lowest and the highest scores for the two measures respectively. Yet, when the amount of teaching experience that this participant had at the time the interview was conducted is taken into account, this finding may not be surprising. When the interview was conducted, this participant was in her second year of teaching and was collaborating with a more seasoned teacher who had a background in content area reading. Not only did this

teacher have the most teaching experience of the 5 interview participants included in this statistical analysis, but this participant reported having the greatest amount of support.

Similarly, participant 3111 had an average post-attitudinal score, but reported an overall level of use as a level four. This participant was interning at the time of the interview, but was included in content area reading trainings that were conducted by the school district. The amount of teaching experience this participant had at the time of the interview was minimal. However, the trainings attended subsequent to the interview reportedly helped this participant implement content area reading at higher levels of use. This type of support helps teachers to address lower level concerns, essentially moving them deeper into the implementation of content area reading (Clarke, 2003; Fullan, 1993; Hord et al., 1997; and Nelson, 1991).

Participant 2102 scored within the high range on the post-attitudinal survey, but had an overall level of use of 3 at the time of the interview. This participant was in the first year of teaching and was under pressure to improve student reading scores as part of the evaluation process. The support reported by this participant took the shape of team members sharing materials and the Reading Resource Specialist in the school finding historical novels that could be read in conjunction with the units being taught. Although these might be considered examples of support, they do not constitute the type of support (also known as interventions in the CBAM model) that can foster the development of effective use of content area reading (Hall & Hord, 1987).

Participant 2108 had an above average post-attitudinal score at the end of the course, but also reported an overall level of use of 3 at the time the interview was

conducted. This participant was doing microteaches, or minilessons that are taught semesters prior to a teaching internship, when the interview was conducted. According to this participant, the classroom teachers took the lead on the teaching methods. This participant made several comments about not being able to stray from the approved curriculum, which indicated a lack of autonomy. These comments reflect Stage 2 concerns because the participant was considering how the cooperating teacher and administration would respond to the integration of content area reading into the curriculum (Hord et. al., 1997). The perceived restrictive nature of the teaching environment may have hampered this participant's development of content area reading at that time.

Finally, participant 3107 reported a high post-attitudinal score and also an overall level of use of 3 when the interview was conducted. This participant was a substitute teacher in the school district. Comments made by this participant indicated that there was a real desire to implement reading into the curriculum, but the limited amount of time spent in each classroom, as well as the lesson plans left by the teacher, hampered the participant's ability to implement it fully. Although there were constraints, this participant still gave several examples of using content area reading. Because of the nature of the teaching assignments this participant held, the degree to which content area reading could be implemented was limited. This may have been one reason that this participant was operating at the third level of use.

A final possible explanation for the discrepancy in post-course attitude and level of use is that participants who had a higher LoU may have been under more pressure to

use content area reading than those who did not. For example, participant 3314 noted that in her school district English teachers were going to be forced to earn a reading endorsement, and social studies teachers were possibly going to have to follow suit. Likewise, participant 3111 had to attend trainings on integrating reading into the social studies curriculum and participant 2102 was being evaluated based upon the reading progress her social studies students made throughout the school year. Each of these participants faced some sort of high pressure situation, were attempting to integrate reading into their curriculum, and made the comment that when they began teaching they realized how applicable the online content area reading course is to their classrooms. Though change cannot be forced, their beliefs concerning the need to use and the applicability of content area reading changed (Clarke, 2003; Fullan, 1993; Hord & Hall, 1987; Kuhn, 1962).

Question Four

The fourth question was, "What characterizes the process of change as pre-service and in-service social studies teachers learn about, and in-service social studies teachers implement, content area reading into their curriculum?" This qualitative inquiry had four subquestions that were explored.

Sub-Question One

The first sub-question explored was, "What concerns do pre-service and in-service social studies teachers have as they learn about content reading?" Results indicate

a high frequency of stage 2, 3, and 4 concerns. At the conclusions of the course, the participants completed the Open-Ended Statement of Concern. This was also the point at which the final project in the course was due. The final project was a unit plan students constructed to show how they would effectively integrate content area reading and a social studies topic. To create this project, participants had to describe the ways in which they would group students; show how they would manage time; provide examples of activities students would engage in at the beginning, middle, and end of a lesson; and give examples of using reading strategies effectively in the classroom, among other things. The process of creating this unit plan may have left participants with a variety of concerns about implementing content area reading in an actual classroom because they were forced to consider how integration would affect them personally, how they would manage it, and how it would impact students.

Furthermore, when 40 of the participants in this study took the online reading course, they were not yet teaching in their own classrooms. Therefore, they had not had the opportunity to try any of the components comprising content area reading in a classroom setting. This inability to try out the strategies with a class of secondary students may have led participants to the feeling that they were not adequately prepared to use content area reading in the classroom, which is evidenced by the frequency of stage 2 and 3 concerns reported at the conclusion of the course and is reinforced by a number of concerns listed by participants. For instance, participant 5826 said, "There are so many different strategies to use I think it will take time and practice to know when to

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use the appropriate strategy." Both of these statements are illustrations of the feelings of inadequacy students still felt at the conclusion of the course.

Along with feelings of inadequate preparation, the participants may not have been certain about the amount or type of support available to them in a school setting. It is no secret that social studies teachers have experienced much pressure to integrate reading into their classes, and concerns over the expectations for implementing content area reading versus the amount of support available could have been a factor in the high frequency of stage 2 and 3 concerns. Some participants were concerned about receiving support from other educators and administrators, as participant 4942 expressed in this concern, "I am most concerned that there won't be support from management, i.e. team leaders, principals or school boards," while others were concerned about the amount of parental support they would get. Participant 6319 shared this sentiment in the following concern, "I am also concerned that I will not get parental support because many parents themselves are not effective readers and therefore do not know how to help their children read correctly."

The small percentage of practicing teachers who participated in this study had a higher percentage of concerns comparatively at stages 1, 2, and 3 and reported virtually the same ratio of stage 4 concerns as the pre-service teachers. Practicing teachers may have experienced more concerns at lower stages and the same amount of stage 4 concerns than pre-service teachers for a variety of reasons. Not only were these participants developing lesson plans that integrated content area reading and a social studies topic, but they could also choose to apply content area reading in a classroom if they so desired.

This might have given them a more realistic understanding of the requirements associated with implementing a new innovation in the classroom. The relatively high frequency of stage 1 and 2 concerns from practicing teachers supports this notion because these responses indicate that the participants were searching for more information about content area reading and were considering the ways in which implementing it would impact them personally. Participant 2835 expressed concerns about having an overload of information and being able to discriminate between the important information and the (relatively) unimportant. Participant 2741 went further by saying, "After this class, I still do not feel that I have adequate knowledge to implement the proper strategies." These statements lend support to notion that students enrolled in this course were still searching for information at the conclusion of the course.

From the scatterplot, a positive correlation between the stage of concern and the standard deviation could be seen from stage 1 through stage 3, with less variability occurring at the fourth stage. In other words, the higher the stage of concern through the third stage, the more deviation in the overall stage of concern there was. This finding suggests that participants who had concerns at a lower stage had more consistency in the types of concerns they experienced than those who had a higher overall stage of concern. The implication of this finding is that those with concerns at a lower stage were mainly focused on learning more about using content area reading or how it will impact them if they actually apply it in a classroom. Those with concerns at a higher stage, through stage 3, spanned the types of concerns. Although they might have been focused on how to manage the implementation of content area reading in the classroom, they were likely to

still be concerned with issues such as learning more about other aspects of content area reading, the types of support they would receive, and how it will impact them as a teacher as they become more involved in its implementation. However, as the overall stage of concern approached stage 4, fewer variation in concerns were noted. This is likely due to the fact that participants who are concerned about the consequences of using content area reading in the classroom are likely to have already addressed many of the concerns they had at previous stages, such as understanding what implementation of content area reading requires of them and how to manage it.

There were no statistically significant differences between the attitudinal scores from the end of the course and the overall stages of concern. This finding indicates that the attitudes participants reported toward content area reading were not dependent upon the concerns that participants had about using content area reading in the classroom. This finding is not surprising considering that we all have concerns about using innovations. At levels 2 through 4, participants are beyond the point where they are making a decision about whether they should or should not use content area reading. Instead, they are thinking about how best to implement it.

Sub-Question Two

The second sub-question was, "At what level of use do in-service social studies teachers who previously took an online content area reading course integrate reading into their curriculum?" The high number of level 4a responses indicated that many of the interview participants were using components of content area reading in a routine

manner. Though they were not using every component in ways that were ideal, they were implementing content area reading consistently. Some of the participants suggested that they were still learning or were trying to learn new or better ways of using content area reading in the classroom. These types of responses are consistent with the third level of use because they were still trying to master the use of the innovation. Finally, there were interview participants who reported behaviors consistent with level 4b, or the refinement level. These participants were using content area reading routinely, but were concerned about improving their use. In all of the instances, interview participants had adopted components of content area reading that they were comfortable with and were implementing them, or at least attempting to implement them, in ways that were consistent with the principles of content area reading and were learning to implement other components that they were less familiar or comfortable implementing.

Sixteen instances of level 0 were reported by interview participants. This level, called non-use, indicates that the behaviors reported by the interview participant were either traditional teaching methods, such as having students define and write sentences with vocabulary words, or were not consistent with the principles of content area reading. Six of the nine interview participants reported at least one behavior that was consistent with the non-use level. However, all of the interview participants used some content area reading techniques in their classrooms. The reporting of a non-use behavior should not be interpreted to mean that the participant was not trying to implement content area reading in some manner. There are so many components and variations of use that innovation configurations should be considered in conjunction with the levels of use reported.

Both levels 2 and 5 had only one instance reported in all of the interviews. Level 2 behaviors occur when a user has decided to use content area reading, but is still preparing for implementation. Often preparations take the shape of learning more about how implementation should be used the classroom. In this case the participant was involved in training about how to implement one component of content area reading, but had not yet tried to implement it. Level 5 behaviors are consistent with collaboration between teachers in order to benefit students. One participant in this study reported collaborating with another teacher in order to integrate their curricula in ways that included content area reading. It often takes a significant amount of time for teachers to reach a collaborative state when using a new innovation. This participant had two years of teaching experience, both of which included using content area reading, at the time of this interview. The participant's background was likely a contributing factor in the level 5 response.

Level 1 and level 6 were not reported in any of the interviews. Level 1 is the orientation level. At this level, potential users are actively searching for information about the innovation and deciding whether they will use it. It is likely that the participants in this study had adequate information about content area reading at the time they were interviewed because they had successfully completed a course about the innovation prior to taking part in the interview. Though some of the participants were still learning how to implement portions of content area reading, the innovation as a whole was familiar to each of the interview participants, making a level 1 behavior unlikely.

On the other end of the spectrum, level 6 behaviors occur when the teacher is so proficient at the use of content area reading that a new method or an entirely new innovation is searched for in the hopes of improving the outcomes of instruction. This was also an unlikely level of behavior because the participants were either becoming proficient users of content area reading or they were still learning how to effectively implement components of content area reading into their curriculum.

There was a distinct negative correlation between the mean level of use and standard deviation (refer to figure 7). This finding indicates that as the level of use increased, the variation in types of behaviors reported decreased causing instructional methods to become more routine and narrow. If the mean level of use was low, for example in the level 2 range, there was a higher variability in the types of behaviors the teacher displayed in regards to content area reading. This finding is consistent with a teacher who is still learning how to implement various components of content area reading. On the other hand, a teacher who is more adept at integrating content area reading was more likely to be satisfied with the implementation of the innovation and so wide variations were less likely to occur, or gets comfortable with a particular instruction of a given strategy and stays with it.

Sub-Question Three

The third sub-question was, "What are some variations of use employed by in-service social studies teachers who previously took an online content area reading course when content area reading is implemented?" Data from interviews was collected and

analyzed using the IC Component Checklist to answer this question. These analyses yielded results that suggest that the critical components typically associated with the end of a lesson (i.e., writing, discussion, social interaction, and reorganization of materials) had the highest number if ideal and acceptable uses overall. Often teachers modeled the use of the component or gave students tasks that allowed them to actively construct their knowledge. Various grouping arrangements were also employed.

It is possible that participants had a high rate of acceptable and ideal uses with all of the components at the conclusion of a lesson except discussion. This is not surprising, because they understood how these principles could be employed in a classroom. There are numerous ways to construct a writing activity, for instance, that will allow students to interact with the content while working individually or in a group setting. Reorganizing course materials, also known as note-taking, text notation, and marginal notes, can be readily understood and easily applied in a classroom setting, as well.

Discussion was the only component that was the not used in ideal ways in this category. Participants described personally leading the discussions or using small groups in which teacher-developed questions provided the stimulus for talk. Some of the discussions were not structured at all. It is quite possible that one reason the participants in this study did not use discussion in ideal ways is that they did not know how to structure discussions to produce the results they hoped to achieve. Furthermore, there may be concern on the teachers' parts that control would be lost if without direct guidance or if students are given the chance to lead discussions in the class. One participant noted the following:

I need to work on open discussion to make sure it's effective. I want to make sure it's meaningful and not just students going back and forth with each other. Usually I'm the moderator and pose a question. There are students who answer and then they just go back and forth with each other. And, usually, the students will ask questions and if I notice that it's going somewhere else, I'll pull it back in.

There was more of a range of ideal, acceptable, and unacceptable behaviors noted in descriptions of how text was read, metacognitive strategies were implemented, and textual organization was taught. Although there were several examples of ideal and acceptable behaviors provided in the interviews, these components seemed to have been more difficult to implement than the reflection-type activities. Of these three components, reading text was used most effectively, with 13 instances of ideal use and only 2 unacceptable uses. It was apparent that some of the participants realized that Round Robin Reading is not an effective way to have students read text. Two interview participants even asked me to send them further information about research-based methods of reading text after the interviews had concluded. These requests suggest that although they these participants did not know the best ways to get their students reading, they did know that traditional methods were not effective.

Metacognition was implemented ideally in half of the descriptions given of this component. This rate of use may be partly due to the various FCAT practices and trainings in which teachers are expected to participate. One participant described using

metacognitive strategies in conjunction with the required FCAT practices. "Now that we just started the FCAT skills, we're doing more pulling out the cause and effect, specifically. That has emphasis over the content. I try to do more content with a highlight of reading, where with my regular kids I'm more reading with a highlight of content. I try to balance the two." Another noted that, "Our department really stresses using different reading strategies, so we meet together sometimes and our principal has decided that every teacher has to show using teaching 1800 word passages in the class mirroring FCAT, using FCAT questioning strategies." Those participants who used metacognitive activities in acceptable ways may not have known how to implement them effectively with all of their students. As an example, one participant explained that, "The advanced placement and honors classes do well, but the ones where I have ESOL students and ESE students I have had a really hard time incorporating anything like that. I'm just happy to have them get the information."

Finally, text organization was only used by one participant in an ideal way. This teacher described having students reorganize the text and show the relationships between ideas. This teacher experienced a lot of administrative and departmental pressure to teach FCAT skills, one of which deals with the organization of textual ideas. Furthermore, this participant was in the second year of teaching during the interview, and therefore had more experience using content area reading. Other participants tended to model textual organization to their students or conduct teacher-led activities. This may have occurred because their students did not have enough practice identifying textual organization and needed teacher support as they learned about it. Another possible reason is that the

teachers may not have known how to structure the activities so that students could lead. Finally, the participants may have directed the activities associated with this component in the interest of time.

The components that are typically associated with the beginning of a lesson (i.e., purpose-setting, prior knowledge, and vocabulary development activities) had relatively few instances of ideal use, and also had the highest rates of unacceptable use. Often if the participant reported using purpose-setting and prior knowledge at all, they described either modeling or telling the students the information directly. There are several possible explanations for the heavily teacher-centered approach to these types of activities. First, some of the participants were not comfortable giving students a high degree of control over their learning because they were not convinced the students could derive the knowledge they needed without teacher intervention. Another possible explanation is that the activities used to develop a purpose and tap into background knowledge can be time consuming. In several of the interviews, participants' descriptions of preparing the students for the lesson or for reading the text focused on a brief overview or activity that was used as cursory review of prior materials covered. One of the participants even said, "It wasn't a big set up. We really just went along with it, as if we were doing a normal lesson." The lack of focus on purpose-setting and prior knowledge further suggests that most of the participants did not view these two components as critical in the development of the concepts they were covering in class.

Vocabulary development was only used by half of the participants in ideal and acceptable ways. Two participants provided activities that allowed students to construct

meanings and see the connections between vocabulary words and concepts. Other participants covered definitions, context, and deep meanings of words with their students. These participants realized that deep vocabulary development was critical to the students' comprehension of the concepts being taught. The other half used traditional methods to teach vocabulary or did not directly address vocabulary development at all. These participants did not seem to understand how to foster meaningful vocabulary development. It is quite possible that they did not see a need for more extensive vocabulary development.

Sub-Question Four

The fourth sub-question, "How do in-service social studies teachers understand their practice after they have completed an online content area reading course?" was intended to provide an in-depth look into each participant's perceptions about their teaching experiences. Interview participants were ranked according to their descriptions of effective use of content area reading by raters. A narrative description of their self-reported practice follows.

Participant 3622

Participant 3622 was ranked as the most effective interview participant at using content area reading because the students were described as constantly interacting with the course materials in meaningful ways. Instruction was highly student-centered. In fact, even when students were not adept at the skills required to complete a task, this

participant described modeling it to them, pairing students to work together, and then having the students try it independently. This type scaffolding allows students opportunities to develop skills with support. Although this participant reports not collaborating with any particular colleague in the use of content area reading, the administration and department focus heavily on FCAT and FCAT related skills. Teachers in this department are expected to teach reading strategies to their students. Therefore, there was a high degree of pressure on this participant to incorporate these strategies into the classroom. This, coupled with the support of other teachers in the department, may have been a major factor in the incorporation of reading strategies in this participant's curriculum. It is also apparent from this interview that the participant believed that content area reading methods were a necessary part of instruction. This participant had an entire notebook of reading strategies that were put to use in her classroom and gave examples throughout the interview of consistently using strategies with the students. Although this participant is still learning how to manage the implementation of some of the components of content area reading, it is apparent from interview responses and LoU ratings that effective reading methods are being used regularly by this participant.

Participant 3314

Participant 3314 was ranked as second most effective in the use of the critical components comprising content reading. This participant used a variety of graphic organizers and strategies described in the literature informing the field of content area reading. However, there was a high degree of teacher-centered instruction reported. This

participant reported feeling discomfort at the idea of students having a large degree of control over their learning.

Considering the degree to which this classroom was reported to be teacher-centered, it is interesting to note that participant 3314 reported LoU behaviors consistent with level 5, the integration level. Teachers who are in level 5 collaborate with other teachers in order to integrate their curriculum and reinforce the use of content area reading across subject areas. This level is the last level that is reached before the teacher has mastered the use of the innovation to the degree that he or she is searching to transform the innovation or replace it. However, the LoU reported throughout the interview ranged from levels 0 to 4b, with level 4a being reported the most frequently. This indicates that although this participant is collaborating with another teacher, there is still a degree of uncertainty as to how to implement content area reading in a way that would allow students to become responsible for the construction of their own knowledge. In fact, at one point in the interview, this participant stated, "I'm still learning and I'm still trying to get the hang of everything, I tend to use what's comfortable to me now."

When considering the range of behaviors reported throughout the interview, it becomes clear the this high overall level of use was due to the fact that this interview participant collaborates with another teacher who is presumably proficient in content area reading, not because there is a high level of competency in the use of content area reading. In fact, only one level 5 behavior was reported throughout the interview. However, there were 9 instances of level 4a behaviors and 5 instances of level 4b behaviors noted throughout the interview, indicating that although this participant was

still learning how to implement some of the components of content area reading, most of the use was done routinely and modifications were being made to some of the more frequently used components. It is clear that one of the major issues this participant was struggling with was how to allow students to take more control of their own learning. One comment made during the interview explicitly illustrates this:

> I am the center and, they have time to do things, but usually there is not a lot of student interaction. I took one class, it was 5331, and every time we had the class it was all group work. I need to figure out how to more of the jigsaw, but I didn't feel comfortable doing that in the classroom, because sometimes 10th grade students may not know exactly what they should be pulling out, so I guess I need to get more comfortable with letting them do it themselves without me being up there telling them what they need to know.

No pre-attitudinal data was available for this participant. Post-attitudinal data and data about the perception of the online course were present, though. The post-attitudinal survey showed that at the conclusion of this course, this participant had a low attitude toward content reading, even though content area reading was reportedly being used in the classes taught by this participant while enrolled in the course. This participant commented that,

> …last year I taught remedial English, and that's when I was taking the class. So, especially anything I would try to do with the reading strategies,

I used in the class because as a first year teacher, I don't have an education background. My background is in English and history and I was going to law school. And then because of the hurricane, that's what switched it. But, what I did is I tried to use it with the remedial class because I needed something to do with them, and since I wasn't getting help with the school, I was like I'll use my resources. So, I used all different types of strategies with vocabulary and reading, and whatever stories we were doing, I would use the story maps. With the vocabulary I would try to do the word sorts and the vocabulary maps. I would try to do everything that I could to help them. Many of them were not used to graphic organizers and they never used those, except for a Venn Diagram, which everybody uses. So, I tried to use something different with them because the problem with these students is that they weren't writing things down. They would read and forget what they were doing five minutes later.

Based on this statement, it is possible that this participant had a low attitude toward content area reading at the conclusion of the course, not because of a dislike for content area reading per se, but because there was a lack of support in the school where the participant was teaching and because of uncertainty that the students were benefitting from its use. This is evidenced by the statements of concern that this participant submitted with the post-surveys, such as, "Are students really grasping the concepts?" and "Are these strategies effective for ALL students?" These statements represent stage 4

concerns, in which the teacher expresses concerns over the impact that content area reading is having on the students. It is not likely that the low attitudinal score was a result of the course since the overall mean score of the perceptions survey was 6.89, which is consistent with a moderate to strong positive perception of the online course as a whole.

It should be noted that at the time of the interview, this participant was collaborating with another teacher who used content reading and had been implementing content area reading for nearly a year and a half. Therefore, the proficiency level of this participant was strong and students were using content area reading in multiple classes, which could have led to more positive results and visible beneficial outcomes.

Participant 3623

Participant 3623 was the third most effective user of content area reading at the time of the interview. There was only interview data available for this participant. In the interview, an overall level of use of 3 was reported, with 8 instances of level 3 behaviors and 7 instances of level 4a behaviors appearing throughout the interview. The fact that this participant self-reported an overall LoU of 3 and the behaviors reported by the participant were consistently from the management and routine use levels suggests that although this participant was still learning how to manage the use of content area reading in the classroom, it was becoming a more routine part of instruction. This assertion is further supported by the following statement of the participant; "I just kind of go with the flow that kind of makes sense."

This participant was trying out components and then consistently using what seemed to work most effectively. It was apparent that the inextricable nature of social studies and reading coincided with this participant's beliefs about best practices when teaching social studies. During the interview, this participant asserted that,

…the biggest problem is on the one hand, all these people wanting to do these active, constructivist-type things, with visuals and role playing and all this, and they just don't want to read. They don't read at home. They need more practice doing that. So, I'm just trying to do what I can. To me, history and social studies is the most natural fit with the content areas. I know some of the math teachers and science teachers have a little bit different take on it. But, I don't think you can take it away from studying history.

Furthermore, many of the critical components of content area reading, such as reading text, activating prior knowledge, purpose-setting, writing, and vocabulary development, were implemented in ideal ways as reported in the interview. Acceptable use included some of these components as well as metacognition, discussion, and text organization. There was only one instance of unacceptable use noted and that was in regards to one way metacognition was being used. This final comment from this participant illustrates the dedication to integrating reading into the classroom,

I'm completely sold on teaching reading because I'm a former journalist. I kind of sold on the idea anyway, but even though I had seen some work by

students before teaching, this is my first year, to see a lack of verbal skills,

a complete lack of ability to express themselves with the written word. So

many students have no idea about normal conventions, punctuation,

spelling. I couldn't believe the way many words were spelled. I find that

it's evidence that they have not spent much time reading in the past. I

would much rather teach the ability to be a more proficient reader as a way

to continue on a lifetime of learning about history and important stuff like

that, more so than recalling the facts. The one thing I struggle with is that

people want to make this fun and role play and dress up like Martin Luther

when you talk about Martin Luther, and do all this fun stuff. And, I just

feel like they need more time becoming better readers than anything else.

I'm almost in favor of a much more radical plan to get them to read more.

I'm not sure what the answer is. I'm just trying to do my part with history.

Based on the data from the interview, it is obvious that this participant believed

that using content area reading in a history classroom could only benefit students and was

trying to learn how to use it in the most effective ways possible.

Participant 3111

Participant 3111 was the fourth most effective interview participant in this study.

This participant reported having an average attitude toward content area reading on both

the pre and post-attitudinal measures for this course. Overall, the perception of the online

course was reported to be slightly positive, with slightly positive and slightly negative feelings reported toward particular aspects of the course, such as the interface and learner autonomy. At the conclusion of the course, this participant reported concerns that reflected issues revolving around personal and management issues. For instance, one of the concerns written by this participant was, "How do you determine what is and isn't important for the students to concentrate on?" Another concern was, "How do you devote the time to teaching them to read content books when you have so many other pressures?" These concerns coupled with the average attitude reported, suggest that the participant was possibly unsure about the demands associated with managing content area reading in the classroom and was not fully convinced that content area reading would be a valuable tool at the conclusion of the course.

In contrast to the data collected at the conclusion of the course, this participant reported an overall LoU of 4a, with 15 instances of level 4a behaviors reported throughout the interview. Three instances of level 3 and 4 instances of level 0 behaviors also were noted. This level of use suggests that although the participant's attitude was average and the concerns expressed at the conclusion of the course were at fairly low stages, as the participant gained experience teaching, the value of using content area reading became apparent and in effect was being used routinely. During the interview, this participant commented, "…I don't think I realized when I took the class how applicable it really was. I use those resources all the time." Although the participant was using content area reading routinely, there were some behaviors that showed that several critical components were still being implemented at the management level or were not

being used at all. These behaviors were rated as level 3 and level 0 LoU by the raters. The variations of implementation, as recorded on the IC Component checklist, provide greater insight into the methods used with these components.

This participant described using 5 of the critical components in ideal ways. These components were reading text, metacognitive strategies, social interaction, reorganization of materials, and writing. The ideal behaviors associated with these components were rated at the 4a level of use. Acceptable variations of components included activities described when using prior knowledge, purpose-setting, reorganization of materials, and text organization. Most of these descriptions were rated as level 3 behaviors. The level 0 descriptions were comprised of unacceptable ratings on the variations used for discussion, vocabulary development, purpose-setting, and prior knowledge. All of these components, excluding discussion, which was not used, included the teacher simply telling the class what they needed to know for that component.

Although at the time of the course, this participant was not yet convinced about the value of content area reading, based on the descriptions in this participant's interview, content area reading was used fairly extensively in the classroom. In many of the descriptions where critical components were being used, the students were given a high degree of responsibility for their own learning. However, not all of the components were put into practice in ways that were consistent with the principles of content area reading.

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Participant 2102

Participant 2102 was the fifth most effective user of content area reading at the time of the interviews. This participant went from an average attitudinal score of 79 to a high attitudinal score of 94 between the beginning and end of the online course. According to the survey data, the perception of the course was positive.

At the conclusion of the course, the concerns expressed mainly revolved around personal issues, such as being qualified enough to teach reading, having the ability to effectively help struggling readers, having enough support, and accountability. Other concerns were management issues dealing with having adequate time to teach content and reading. Even though this participant reported having a very positive attitude toward using content area reading in the classroom, the concerns expressed revealed that there was apprehension about the impact of the actual application of these concepts in the classroom on a personal and management level.

At the time of the interview, this participant was within the first few months of the first year of teaching. The reported overall LoU was a level 3, which is mechanical use. This participant was not fully proficient at using content area reading, and was still learning how to manage major parts of its implementation. Although the overall LoU was reportedly a 3, there were more instances of 4a LoU noted throughout the interview, with 11 of these appearing versus only 8 level 3 responses. This finding indicates that some components of content area reading were being used as part of the instructional routine, while others parts of instruction were still somewhat disjointed. These LoU ratings also show that this participant's levels of use were moving beyond the concerns expressed at

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the end of the online course. As would be expected of a first year teacher, this participant was still learning how to manage content area reading in the classroom, and was more comfortable with some components than others.

The innovation configurations provide more specific information about the ways that each critical component was implemented in the classroom of this participant. This detailed information provides further insight into the reasons that the overall LoU was a 3 for this participant. For instance, only one of the components, social interaction, was used ideally. When the students engaged in a character education activity, they were given responsibility for the activity they were engaging in. In addition to this finding, most of the critical components were described as being used in acceptable ways by this participant. The majority of activities in which the components were rated as acceptable variations were so rated because the teacher was conducting them as whole class activities. This was partially due to the fact that these were sixth grade classes and partly because the teacher and students were not yet proficient users of certain critical components. For example, when the question about how the reorganization of materials was posed, the participant explained that graphic organizers would be an illustration of this and went on to say, "Like for Saudi Arabia, we did a word web. We had Saudi Arabia in the middle and we had people, culture, economy connected to it. So as they read, they filled in the important facts on that, but we usually have to do that as a whole class because they will not pull out the right information. I'll draw it out and have them copy it down and that's how we do it." Another reason that many of the activities were rated as acceptable is that the participant kept reiterating the need to learn how to

structure the activities so that they were more effective. When discussing the use of a

jigsaw activity that focused on metacognition the participant said, "The first time when I

tried to do a jigsaw, everyone said I should try to do a jigsaw, and I did it and it was

miserable. I will never do this again. But, I think I needed to structure it a little better

myself, because I know the science teacher uses it all the time and he's very successful

with it, so you know, I think it's just that every single day is a learning experience."

Other components that had acceptable uses were prior knowledge, vocabulary

development, reading text, textual organization, writing, social interaction, and

discussion. These acceptable variations in the use of these components were consistent

with an overall LoU of 3 because at the mechanical level, the teacher is still learning how

to manage things in an effective manner.

This participant also used variations of four components that were unacceptable.

The first was purpose-setting. This component was simply not used. The other three areas

were prior knowledge, reading text, and discussion. Prior knowledge was rated as

unacceptable because at times the teacher reported simply telling the students what their

background knowledge should have been. This participant also used a version of round

robin reading, which is why the textual reading was unacceptable. Finally, a description

of a discussion which was unstructured was given during the interview. Each of these

activities are not only rated as unacceptable variations in content area reading, but they

also fall into the LoU of non-use.

In spite of the fact that this participant believes in the use of content area reading,

neither the teacher nor the students are proficient in the use of content area reading, The

lack of expertise on the part of the students might be partially due to age and partially due to a lack of experience with the skills and strategies related to content area reading. The participant was struggling with parts of the implementation, describing it best when asserting:

> You know, I haven't really used graphic organizers as much as I'd like to. I'm finding that being a first year teacher and finishing my Master's, I'm using the material at a beginning level. And I'm having a hard time fitting it all in. I feel very guilty if I don't. You know what I mean—if I use the textbook too much. I would like to do more preview stuff, but I tend to just work on what they've read.

With this in mind, it is important to note that the participant was attempting to use student-guided activities, but these activities did not seem to be very effective, so more traditional methods were sometimes employed.

Participant 2108

Participant 2108 reported having an above average attitude toward content area reading at both the beginning and end of the online course. The perception of the online course was calculated to be a mean of 5.7, which shows a moderately positive perception of the course since this score falls between the ratings of tends to agree and agree. This participant indicated through responses to the survey that learner autonomy was the most

positive aspect of the course. Course structure was the second strongest aspect of the course to this participant.

On the Open-Ended Statement of Concern, this participant provided a plethora of responses. Many of the concerns espoused by this participant were level 2 concerns. In fact, 10 of the 14 total responses made dealt with personal issues, such as the competency of the teacher. These types of responses indicate that there was some degree of concern about the ability to actually apply the principles of content area reading in a classroom. Of the other concerns, 3 were stage 3 concerns and 1 was a stage 4 concern. The stage 3 concerns focused on the workload that students and teachers would have to endure when using content area reading and having adequate resources to use. The stage 4 concern dealt with how to ensure that the students get the maximum benefit from instruction. These concerns coupled with the attitudinal data show that although this participant had a positive attitude toward using content area reading, there were concerns about the actual implementation due to this participant's lack of confidence.

When the interview took place, this participant reported having an overall LoU of 3, which means that the participant was not fully competent using this innovation. This is not surprising considering that this participant was conducting microteaches, a type of pre-internship, as a course requirement. So, this participant had very little teaching experience at the time of this interview. However, a surprising number of comments made throughout the interview, specifically 7 of them, were ranked at the 4a level. The variations of some of the critical components, such as the reorganization of materials and social interaction, were classified in this manner because they were consistent with the

principles of content area reading. Although the majority of behaviors fell into the level 4a category, there were 3 instances of level 0 behaviors, 2 of level 3, and 1 of level 4b behaviors. The level 0 behaviors indicated that there were times when traditional methods were being used or a component was reportedly not incorporated into instruction at all. Interestingly, this participant would report non-use of a component but then would describe an activity in which the component was indeed used. An example of this occurred when a question about the use of metacognition arose. The participant said that it was difficult to explain the word and so the participant did not use it. Yet, a description of students reading text and taking notes on the word appears later in the interview. These types of contradictory responses suggest that the participant was using content area reading at times without realizing it.

Even though there were many responses throughout the interview that were ranked at the 4a LoU, this participant only implemented 4 critical components in ideal ways. These components were reading text, metacognition, reorganization of materials, and social interaction. In each of these, except reading text, the students led the activity. There were 5 components that were used with acceptable variations. They were reading text, purpose-setting, writing, social interaction, and discussion. In each of these, except reading text, the teacher directed the activities to a large degree. Finally, there were 2 components that were not used by this participant; prior knowledge and textual organization.

Participant 2108 was ranked six of eight when the effectiveness of instruction was considered. Although there are many instances descriptions of content area reading being

used in the classroom, the participant does not always realize that it is content area reading. There are several contradictions in this participant's self-reporting. On many occasions throughout the interview the participant reported not using a component and then described activities in which the component was used.

Participant 3107

Participant 3107 reported having an above average attitude on the pre-survey and a high post-attitude score. The online perception survey revealed that this participant had a positive perception of course. The mean score for this survey was a 6.2 overall, coinciding with an agreement response. The course interface was the strongest positive course factor with a mean score of 6.8, learner autonomy was the second strongest aspect of the course for this participant at a mean of 6.71. With a mean score of 6.0 course structure was the third most positive part of the course for this participant.

At the conclusion of the course, this participant expressed 5 stage 2 concerns, 7 stage 3 concerns, and 1 stage 4 concern. The stage 2 concerns dealt with parental support, the teacher's ability to assess and support students, and the consistency with which content area reading is applied throughout classes and grade levels. The stage 3 concerns dealt mainly with time constraints, class size, use of inconsiderate textbooks, the effective application of strategies, and student accountability. From interview, survey scores, and statements of concern, it is clear that this participant had a strong belief in the use of content area reading at the conclusion of the course and was considering how to apply it in the classroom.

At the time of the interview, this participant reported being at the third overall level of use. Throughout the interview, there were many instances of level 3 and level 4a behaviors reported. However, the variations in how the components were implemented ranged from unacceptable uses to ideal uses. For instance, for purpose-setting this participant simply told the class why they were learning the content instead of having them engage in an activity that would spark their interest. This is an unacceptable use of purpose-setting. Yet, when prior knowledge was activated, the participant conducted a teacher-led discussion to lead students to bring their background knowledge to the forefront. This was only an acceptable use of the activation of prior knowledge because the activity was not focused on the students due to the high level of teacher control. Finally, the participant described using small jigsaw groups in which students read text, took notes, and presented their section of text to the rest of the class. This student-led activity demonstrates the ideal execution of metacognitive strategies, reorganization of materials, and social interaction.

Throughout much of the interview, the descriptions that were given illustrated teacher-guided lessons in which students were given little control and had little buy-in. In some instances, this participant described using traditional teaching methods, such as telling the class the purpose of the lesson instead of having them engage in an activity that would allow them to set their own purpose.

From the attitudinal measures and interview it is clear that this participant believed in the use of content area reading and felt compelled to use it. However, it should be noted that this participant was a substitute teacher at the time of this interview

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so there may not have been enough time or autonomy to allow the participant to implement content area reading in more effective ways. It is likely that this participant was displaying management behaviors because the opportunities to implement components consistently did not exist. Furthermore, when some components were not used, it is possible that they were neglected because there simply was not enough time to use every component. For instance, when this participant told students the purpose instead of doing an activity with them, it may have been due to the punctuated teaching assignment. She was limited in the amount of time she was in each classroom and may not have had enough time to complete the lesson otherwise.

Participant 2619

Participant 2619 was ranked as the eighth most effective interview participant in this study. The only data available for participant 2619 was the interview. From the interview, levels of use and innovation configurations were determined. Level one, or the orientation level, was the overall level of use reported by this participant during the interview. Throughout the interview this participant described behaviors consistent with levels 0, 3, and 4a, as well as variations of implementation for the critical components.

This participant reported 3 instances of level 0 in the interview. A level 0, or nonuse, response indicates that this participant described teaching methods that are either traditional methods or are not consistent with the principles of content area reading. All of the level 0 responses dealt with times that students were either reading text or dealing with text they had read. For example, when asked if the students read text, the reply

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indicated that often the text being read was the text that appeared on the PowerPoint slides during lectures or round robin reading. Similarly, when asked about metacognitive strategies used while reading and reflection activities after reading, the participant could not give any examples.

Level 3 responses indicate that the participant was using components of content area reading, but was still trying to learn how to manage those components. In some instances, such as when the use of an unstructured discussion was described, it was clear that the participant was trying to implement the component, but that it was not done in an acceptable way because the participant did not understand how to do it effectively. However, it did not seem that the component was used because it was part of content area reading. It is more likely that the component was used because it seemed to fit into the lesson.

In some portions of the interview, this participant indicated that when critical components were implemented at the third level of use, the implementation of the components was unplanned. For instance, when describing times when the teacher read aloud to students, the participant was asked what was done to prepare students prior to the reading. In response, the participant said, "It wasn't really a big set up. We really just went along with it, as if we were doing a normal lesson. I didn't say we were going to practice reading. I never said that to them." This also seemed to be the case when grouping was used. The composition of the groups seemed to be determined randomly.

Level of use 4a was indicated in six of the interview responses, specifying times when components were routinely used by the participant with little variation. An example

of a level 4a behavior was given when the participant was asked what students did to engage in reading. The participant explained that students might be broken into jigsaw groups in order to learn enough about the reading so that they could teach the rest of the class. Another example of a 4a level of use revolved around a PowerPoint project students completed. This project involved research, reading articles, and preparing a PowerPoint presentation for the class. This project consisted of ideal and acceptable uses of reading text, reorganizing materials, and writing. However, as with some of the level 3 uses, it did not seem that the participant planned this project with content area reading specifically in mind. In fact, there were instances when it was clear that this participant was most concerned about giving correct responses to the interview questions posed, as suggested by the comment, "I'm not sure if I answered that right."

Throughout the interview, it was apparent that this participant was not fully convinced of the benefit of using content area reading and was not intentionally using content area reading strategies. In the beginning of the interview, when asked if it was being implemented, the response was, "Yeah, I'm sure I used a little bit of it." Yet, it did seem as though there was some acknowledgement that reading was applicable to social studies based on this statement:

> My cooperating teacher was very good. She even talked to me about reading and how you guys are trying to make it so that we use it in the classroom. And, the textbook comes with some FCAT style readings and I used some of that, and also I would find articles on the Internet that were

just out there. I always wanted to make it relate to the topic because if you

get kids outside of their subject area they get really angry.

Even though there was some recognition that content area reading is pragmatic,

this participant either did not use many of the components or turned to traditional

teaching methods instead, both of which are unacceptable. For instance, purpose-setting,

activation of prior knowledge, text organization, and metacognitive strategies were

reportedly not used at all in this classroom. Vocabulary development took place through

the use of traditional reading guides composed of questions about the reading. Sometimes

this participant used round robin reading in the classroom, where students took turns

reading aloud to the class. Finally, answering reading guide questions was considered a

writing activity.

Two components were used in acceptable ways. One instance occurred when

students were paired together to read text and then presented it to the class. This provided

them with an opportunity to puzzle through the readings together. The second acceptable

use of a component was the discussion about the book *95 Pieces*. This discussion was

structured and was led by the teacher. Students read portions of the book and then were

asked questions.

Three components were implemented in ideal ways. When the participant read

text aloud to the class, it provided a fluent reading model. This is an ideal use of reading

text. The other two examples were when students had to reorganize textual information

and engage in writing a PowerPoint presentation. At a minimum, these activities required the higher level thinking skills of analysis and synthesis.

Overall, this participant used a mixture of teaching methods which ranged from being ideal to being unacceptable. There was little intention to construct lessons that were consistent with content area reading. However, in the beginning of the interview the participant did express a desire to use more content area reading in the classroom.

Implications

The results of this study provide a glimpse of the process of change that pre-service and practicing social studies teachers undergo as they take part in an online content area reading course. Each of the four questions investigated offer further insight into facets of change experienced by the participants in this investigation. The following are instructional implications gleaned from these results.

The online course that participants completed was based upon the principles of content area reading. Not only were these principles modeled in each of the lessons, but students also completed research-based activities that could be modified for use in their own classrooms. In this way, course participants experienced these activities as their own students would and also had an opportunity to conceptualize how they might incorporate them into their curriculum.

Results from the first research question indicate that regardless of the initial attitude a student enters a content area reading course with, in order to facilitate a more positive attitude toward content area reading, courses should be structured in such a way

that the underlying principles are modeled throughout the course. Students need the opportunity to see how content area reading applies to their curriculum and also to realize that it can actually be a beneficial part of instruction for themselves and their students. This finding is consistent with the principles of change theory as described by Rogers (1962). Recognition of these points can lead students to a more positive attitude toward reading in their classrooms.

The importance of content area reading, in terms of employment expectations, should also be stressed to pre-service and practicing teachers. One reason is that in places where high stakes testing is linked to the funding and grading of schools, there may be a great deal of pressure to teach reading strategies in social studies classrooms. The pressure is so high in some districts that teaching-hopefuls are asked if they have a background in content area reading, as discussed by one interview participant. In that instance, experience in the integration of reading and social studies also becomes important because it could lead to a job.

Outcomes from the second question signify that in order to foster a positive attitude toward content area reading, students must be satisfied with the online course they are enrolled in. To encourage satisfaction in the course it is imperative that students receive consistent feedback from the instructor and have the ability to interact with peers and the instructor. Interaction seems to be the most critical factor in course satisfaction, so this must be a priority. In addition to strong interaction, the class size must be appropriate, meaning that there should be enough people to generate meaningful interactions, but not so many that interactions become cumbersome. Comprehension of

course materials, or interventions if there is a lack of comprehension, is essential as well. Students must have the ability to work independently, while also being interdependent. In other words, they should be afforded opportunities to direct their own learning to some degree while working with others in the course. Clear expectations and guidelines should be established from the onset of the course and students must be provided with an active role in the learning process. Finally, the online learning environment must be structured in a way that sparks interest in the materials.

Data from the third question suggest that learning about content area reading and its implementation in the classroom is a developmental process. Therefore, the attitude a student has toward content area reading does not necessarily translate into classroom practice immediately. The level of use a practicing social studies teacher displays could be a result of the point of the process they are at developmentally. In other words, the behaviors they exhibit while attempting to use content area reading could stem from their degree of proficiency in using content area reading, their experience teaching, and even the type of teaching assignment they hold (i.e., classroom teacher, substitute teacher, or intern). Consideration of this process should be taken into account when attempting to evaluate a practicing teacher's use of content area reading in the classroom or when attempting to determine the effectiveness of instruction as they are integrating content area reading.

The fourth question was answered by exploring four sub-questions. Data from the first sub-question indicated that the majority of concerns students enrolled in the online content area reading course had dealt with how implementation would personally affect

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them and how they would manage the implementation. This is not a surprising outcome considering that the students in the course were learning about the principles of content area reading and how to apply it in a classroom. An unexpected finding was that pre-service teachers tended to express concerns at a higher level than in-service teachers. This finding could indicate that in-service teachers had more realistic expectations about the difficulties associated with implementing content area reading into their curriculum because they had opportunities to apply the methods in an actual classroom setting. The results of this first analysis implies that content area reading courses may be more effective if they are offered in conjunction with courses that require students to be in a classroom, such as a practicum, so they can try it out. Not only would this allow students to develop more realistic expectations about implementation of content area reading, but presumably they would also have support from their mentoring teacher and feedback from their observing professor.

The second analysis conducted to answer the first sub-question led to the conclusion that the higher the overall stage of concern expressed by the participant, the more variability in the types of concerns they experience, through the third stage. Those using innovations must have their concerns addressed in order to progress in their implementation. Often, the ability to address concerns comes from support and intervention. Considering that most of the concerns expressed in this study were at stages 2, 3, and 4, content area reading courses should incorporate methods of addressing concerns about how implementation will personally affect the teacher, how they will manage implementation, and how content area reading will affect their students. In an

online course, discussion boards, wikis, or blogs could provide a place for students to express their concerns and discuss ways to address these issues with their peers and professor. Another method of addressing concerns within the course could be to require students to observe practicing teachers who are proficient in integrating content area reading into the social studies curriculum. This proficient teacher would serve as a mentor and model to students in the course. Students could be exposed to methods that make implementation effective for that teacher and could consider how those methods might translate into their own practice.

The final analysis used to answer this sub-question was an ANOVA. The results of the ANOVA indicated that the attitudes students reported at the conclusion of the course toward content area reading were not dependent upon the concerns they felt at that time. This finding suggests that, although concerns students have about using content area reading must be addressed in order to further the implementation of content area reading, addressing them is not a critical factor in ensuring a positive attitude toward content area reading. Instead, the structure of the course is the key to improve these attitudes. This is not to say that concerns should not be addressed. Indeed, the course should be structured to address concerns in order to help students progress in their adoption of content area reading (Hall et al., 1998).

The outcomes of the second sub-question indicate that participants were indeed using some components of content area reading in their instruction, though to varying degrees. That participants discussed the fact that they were still learning how to use or improve implementation of some of the components indicates that they needed more

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support. This becomes more evident when two other factors are taken into account. The first is that there were 16 level 0 responses, which indicates that some components were not being used at all by some participants. Second, there were myriad variations in use reported, ranging from ideal to unacceptable use. Support can easily be established in a content area reading course by offering the course as a co-requisite with a practicum or internship, for instance.

Results from the third sub-question indicate that a heavier focus should be placed on particular components of a content area reading course. Teachers and potential teachers may need less preparation when learning how to effectively implement reflection activities, such as writing, note-taking, and social interaction. However, greater preparation and practice should be incorporated, dealing specifically with the moderation of discussions, purpose-setting activities, activation of prior knowledge, meaningful vocabulary development, and the organization and relationships between textual ideas. Furthermore, various research-based methods of reading text should be addressed in the scope of the course.

The final sub-question provides insight into individual teachers' experiences in using content area reading in the classroom. Some general implications can be gleaned from the results of this question. First, the amount of support provided and pressure felt by the teacher to integrate content area reading into the curriculum can be determining factors in the implementation of this innovation. Participants who described having support as they attempted to use components of content area reading typically applied the components more effectively than those who did not have as much support. Also, the

participants who felt more pressure to use content area reading appeared to be using it more consistently throughout their instruction.

A second factor that seemed to determine the amount and effectiveness of implementation was amount of teaching experience. In spite of their reported attitudes and concerns at the conclusion of the online course, those participants who had the most experience teaching tended to implement content area reading more effectively than more novice teachers. Additionally, the type of teaching assignment seemed to influence the degree and effectiveness of implementation. Those teaching in their own classrooms tended to be more effective than teachers who were temporarily assigned.

Third, the beliefs the participant held about content area reading also had a role in their decision to use it in the classroom. The participants who believed that these methods helped their students progress and learn their content puzzled over the use of content area reading, reflected on what they were doing in their classrooms, and considered new and more effective ways to implement it. Participants who did not believe that content area reading was an integral part of social studies instruction were less concerned with learning how to use it in more effective ways. These participants used the critical components that they considered necessary but did not attempt to employ those they did not value or understand how to apply.

Finally, each of the participants in this study were not only undergoing an overall process of development as teachers, but were also undergoing a process of development as teachers who were learning to use content area reading. Each participant implemented components of content area reading in a variety of ways. When considering their ratings

of effectiveness, it is important to recognize that this process of development improves with experience and support, which is the basis of all learning. Each of the participants used the components of content area reading that suited their needs in their classrooms. If the methods they chose did not yield the results they were looking for, they searched for different methods. Even when they did achieve the results they were hoping for, they sometimes searched for ways to improve what they were doing with their students. These findings imply that each of the participants in this study has the potential to become extremely effective users of content area reading as they grow professionally.

Recommendations for Application

In addition to the implications of this study on the development and delivery of similar types of university courses, there are also implications for practical application within the school context for school districts, curriculum developers, trainers, school administrators, and other personnel responsible for supporting teachers in the classroom. When establishing a content area reading program, it is imperative to begin with a needs assessment. The CBAM provides useful tools that offer a comprehensive view of what teachers are currently doing in their classrooms. This baseline data should include information about the concerns teachers have about using content area reading, the degree to which they already implement components of content area reading, and the variations they use. This information could be collected through a simple survey.

After the data is collected and analyzed, a support model should be put into place. A successful support model would pay special attention to addressing the concerns

expressed by the teachers by providing them with practical solutions to the concerns they have. Support should also be given to them by way of modeling and constructive feedback as they attempt to implement the suggestions made. Furthermore, a mentor or team should be accessible to the teacher so that they can discuss continuing concerns or new issues as they arise.

Another facet of the effective support model would be consideration of the levels of use and variations that are used for each component of content area reading in the classroom. Recognition must be given to the fact that teachers implement components in ways that they see as best suited to their classroom and curriculum. Moreover, the process of change and implementation must be respected as the teacher learns how to use content area reading to support the curriculum. With that acknowledgement, there are several ways to encourage teachers to use components of content area reading in ways that further their curriculum. One way is to provide a model of an activity that relates to their content. If the teacher can imagine how the activity can be used in the curriculum, it is more likely that the teacher will attempt to use it. If the teacher does try to implement an activity that was modeled, the support personnel should either plan the lesson with the teacher so that pitfalls can be avoided, discuss how the activity went after it is implemented so that any problems that came up can be addressed, or both.

An additional way to encourage teachers to further their use of content area reading is to pair them with another teacher who has more expertise in its implementation. Collaboration over lessons and activities can assist novice users as they address their concerns and try out the components of content area reading they are less

knowledgeable about. Collaboration also can allay fears many teachers have about what colleagues and administrators think about their decision to use content area reading. A third way to support higher levels of use and more effective variations of components is to pay attention to the issues the teacher is having in the classroom. As a teacher acknowledges that a method or activity is not working or is not as effective as planned, a prime opportunity to for intervention arises. At this time, the support personnel can suggest alternate methods of teaching based upon the principles of content area reading.

Finally, special attention should be paid to the components of content area reading that are often either ignored or are used in fairly ineffective ways. Specifically, prior knowledge, purpose setting, models of reading, vocabulary development, and discussion should all be focused on as a school, as a team, and individually. Often teachers do not see the importance of many of these components, do not feel like they have the time to use them, or use an ineffective method that has been traditionally used in schools. Teachers need to understand how these components support learning. Also, they need to see that these parts of a lesson can be a brief but effective, and that they need not monopolize instructional time. Additionally, they need to be provided with effective models of implementation so they can move beyond the traditional teaching methods that do not work.

As schools feel more and more pressure to improve reading scores at all grade levels, the use of a support model such as the one outlined above is critical. This model requires time, money, and personnel to work. It takes years for the full effects of implementing an innovation like content area reading to be felt. For that reason, it is

imperative that small steps toward full implementation be recognized and that efforts are not stopped after the first or second year. Teacher must be allowed to try out new methods and revise them so that they suit the needs of their content. Finally, supports and resources must be in place as the implementation occurs.

Recommendations for Future Research

This was a mixed-methods study that used quantitative and qualitative data collected while students were enrolled in an online content area reading course, coupled with qualitative interview data collected from participants who were teaching subsequent to successfully completing the online course. The data and results reported in this study provided an introductory glimpse into the ways teachers see their practice with regard to the use of content area reading and provided initial findings that may be of help when developing future content area reading courses. Still, further research should be executed in order to get a fuller understanding of the process of change that takes place as pre-service and practicing social studies teachers learn about and implement content area reading into their classrooms. The following are directions that future research may take in order to shed more light on this process of change.

Content area reading courses should be taken while students are practicing in a classroom. In this circumstance, modules could be constructed in the content area reading course that address the specific stages of concern expressed most frequently by students. A researcher could then study the effects of the modules as a means of intervention for

the students. Do the modules provide the types of support needed to help students address their concerns and move to the next stage of concern?

Another area of research that should be pursued is to examine those students who complete the course and choose not to use content area reading in their classrooms. Such a study should focus on the reasons that the participant chooses not to use content area reading. This information could provide insight into interventions that might be put in place to encourage highly resistant students to use content area reading by addressing their needs in a holistic manner. A study of this nature should consider whether any of the critical components are being used, how they are being implemented, and why the participant may choose to use one particular component over another.

A third area of related research could focus on ways to provide intervention in the course. The use of interventions was the only portion of the CBAM not used in this study, because not all of the participants in the course were in any type of teaching assignment. Therefore, it was impossible to implement interventions. However, if a similar course were offered in conjunction with some type of teaching assignment, interventions could be put into place to support the students as they learned to use the components of content area reading. Researchers could consider the different types of interventions offered and their respective effectiveness on instruction.

A final suggested area of future research is to study the classrooms of teachers who have completed the course after they have been teaching for a specified number of years in their own classrooms. This type of study should use classroom observation and may investigate the process the students undergo as they are exposed to and use content

area reading. This type of research would lead to a more complete understanding of ongoing instruction that integrates content area reading into a social studies curriculum.

Conclusion

The findings of this study provide greater insight into the process of change that occurs as student teachers learn about and apply the principles of content area reading in a social studies classrooms. Professors in Colleges of Education who develop or teach courses about content area reading must recognize the tendency of student teachers to resist the implementation of content area reading in their fields, as well as the reasons for such resistance. Although there is evidence that content area reading courses can perpetuate negative attitudes, these courses can be developed and delivered in ways that improve student teachers' understandings of content area reading. In order to effectively combat this resistance, content area reading courses should be designed to model the principles of content area reading, offer opportunities for student teachers to apply the principles in a classroom setting, and provide interventions that support the student teachers as they deal with their concerns and learn how to effectively use each component. Furthermore, it is imperative that as student teachers are learning how to implement components of content area reading, the learning process is respected. Recognition that student teachers will implement components in a variety of ways as they learn how to best apply the principles in a classroom is imperative. Having these types of supports built into a content area reading course can translate into more effective classroom practices as student teachers transition into their careers.

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APPENDICES

Open-Ended Statement of Concern

To match you r survey responses to this document, please enter the last-four digits of your phone number. Remember, your instructor does not have access to your phone number, so your responses will be confidential.

Please enter the last four digits of your phone number in the box below:

Purpose:

The purpose of the open-ended question is to determine what people who are using or thinking about using innovations are concerned about at various times during the innovation adoption process.

Directions:

You may type directly into this document. After you complete the statement save your responses and attach them anonymously to your group discussion board. For this assignment, you should not respond to others' postings.

Please respond in terms of *your present concerns,* or how you feel about your involvement or potential involvement with the innovation of ***content area reading***. We do not hold to any one definition of this innovation, so please think of it in terms of *your own perceptions* of what content area reading involves. Remember to respond in terms of *your present concerns* about your involvement or potential involvement with *content area reading*.

Please complete the following statement. Please indicate which of your responses concerns you the most. Please write in complete sentences and be frank.

Open-Ended Statement of Concern

When you think about *content area reading*, what are you concerned about? (Do not say what you think others are concerned about, but only what concerns you <u>now</u>.)

1)

2)

3)

Adapted from, Hall, G.E., George, A.A., and Rutherford, W.L. (1998). *Measuring stages of concern about the innovation: A manual for use of the SoC questionnaire.* Austin, TX: Southwest Educational Development Laboratory.

APPENDIX B

Levels of Use Interview and Informal Interview Schedule

Are you using content area reading?

Yes=LoU 3, 4a, 4b, 5,   No=LoU 0, 1, 2

What kinds of changes are you making in your use of content area reading?

Have you decided to use content area reading and set a date to begin using it?

Impact-oriented=
LoU 4b, 5, 6

Nothing
unusual

User-
oriented

3

Yes   No=LoU 0, 1

Are you coordinating your use of content area reading with other teachers, including another not in your original group of users

4a

2

Are you currently looking for information about content area reading?

Yes=LoU 5,   No=LoU 4B,

Yes   No

Are you planning or exploring making major modifications or replacing content area reading?

1

0

No   No

5

Yes

4b

6

Adapted from, Loucks, S.F., Newlove, B.W., and Hall, G.E. (1975). *Measuring levels of use of the innovation: A manual for trainers, interviewers, and raters.* Austin, TX: Southwest Educational Development Laboratory.

Excerpt from Loucks, S.F., Newlove, B.W., and Hall, G.E. (1975). *Measuring levels of use of the innovation: A manual for trainers, interviewers, and raters.* Austin, TX: Southwest Educational Development Laboratory.

1) Are you using content area of reading?
   a. If no… have you decided to use it and set a date to begin use?
      i. If no… are you currently looking for information about the innovation?
   b. If yes… what kind of changes are you making and your use of the innovation?
      i. Are you coordinating for use of the innovation with other teachers?
      ii. Are you planning or exploring making major modifications or replacing the innovation?

Questions regarding innovation configurations
(Adapted from, Hord, S.M., Rutherford, W.L., Huling-Austin, L., and Hall, G.E. (1997). *Taking charge of change.* Austin, TX: Southwest Educational Development Laboratory.)

2) During a typical lesson, do your students read any text?
3) How do you prepare them to read the text, whether it is in class or for homework?
4) What are some specific things that you might do to help them prepare for reading a text?
5) What activities do your students engage in while they are actually reading?
6) Are there any specific examples of activities that they might engage in while they are reading?
7) After your students have read a text, in a class or for homework, do you provide them with activities that allow them to reflect on or use the reading materials?
8) What are some examples of activities that might allow them to reflect on or use what they have read?
9) What type of grouping do you use in your classroom? (individual, small group, whole group, etc.)
10) What are some activities that you used to allow your students to interact with one another?
11) Do you use resources other than your textbook?
12) What other resources do you use?

APPENDIX C

IC Component Checklist

Critical Component	Center of Lesson **Check all that apply**	Grouping **Check all that apply**	Activity **Check all that apply**	Other **Check all that apply**	Graphic Organizer **Check all that apply**
Purpose-Setting ☐ Not Used ☐ No Information	☐ Teacher ☐ Student	☐ Individual ☐ Pairs ☐ Small Groups ☐ Whole Group	☐ Explanation ☐ Modeling ☐ Activity		☐ Used ☐ Not used
Prior Knowledge ☐ Not Used ☐ No Information	☐ Teacher ☐ Student	☐ Individual ☐ Pairs ☐ Small Groups ☐ Whole Group	☐ Explanation ☐ Modeling ☐ Activity		☐ Used ☐ Not used
Vocabulary Knowledge ☐ Not Used ☐ No Information	☐ Teacher ☐ Student	☐ Individual ☐ Pairs ☐ Small Groups ☐ Whole Group	☐ Explanation ☐ Modeling ☐ Activity	☐ Definitional ☐ Contextual ☐ Knowledge Beyond Definition & Context	☐ Used ☐ Not used
Reads Text ☐ Not Used ☐ No Information	☐ Teacher ☐ Student	☐ Individual ☐ Pairs ☐ Small Groups ☐ Whole Group	☐ Aloud ☐ Silently	☐ In class ☐ At home	☐ Used ☐ Not used
Text Organization ☐ Not Used ☐ No Information	☐ Teacher ☐ Student	☐ Individual ☐ Pairs ☐ Small Groups ☐ Whole Group	☐ Models ☐ Identifies		☐ Used ☐ Not used
Metacognitive Strategies ☐ Not Used ☐ No Information	☐ Teacher ☐ Student	☐ Individual ☐ Pairs ☐ Small Groups ☐ Whole Group	☐ Explanation ☐ Modeling ☐ Activity		☐ Used ☐ Not used
Reorganization of Materials ☐ Not Used ☐ No Information	☐ Teacher ☐ Student	☐ Individual ☐ Pairs ☐ Small Groups ☐ Whole Group	☐ Explanation ☐ Modeling ☐ Activity		☐ Used ☐ Not used
Writing ☐ Not Used ☐ No Information	☐ Teacher ☐ Student	☐ Individual ☐ Pairs ☐ Small Groups ☐ Whole Group	☐ Explanation ☐ Modeling ☐ Activity	☐ Open-ended journal ☐ Summary ☐ Authentic task ☐ Prompt	☐ Used ☐ Not used
Social Interaction ☐ Not Used ☐ No Information	☐ Teacher ☐ Student	☐ Pairs ☐ Small Groups ☐ Whole Group	☐ Explanation ☐ Modeling ☐ Activity	☐ Activity ☐ Project/assignment ☐ Discussion ☐ Unstructured	☐ Used ☐ Not used
Discussion ☐ Not Used ☐ No Information	☐ Teacher ☐ Student	☐ Pairs ☐ Small Groups ☐ Whole Group	☐ Explanation ☐ Modeling ☐ Activity	☐ Guided by structured activity ☐ Guided by questions ☐ Guided by both ☐ Unguided	☐ Used ☐ Not used

Reading and Basic Skills in the Content Areas

Instructor Information

Aimee Fogelman

███████████████

Dr. Howard Johnston

███████████████

All course contact should be directed to Aimee Fogelman.

Office Hours Via Email Correspondence

Due to the nature of this course, office hours will take place online. To contact the instructors, students must use their USF email accounts. *Personal email accounts are not listed under Blackboard, and no correspondence can take place through them for this reason*. E-mails are usually answered within 24 hours. If your e-mail goes unanswered, resubmit your email to the instructor because there is likely something wrong with your or the university's e-mail process.

Required Texts

Billmeyer, R.,& Barton, M.L. (2002). *Teaching reading in the content areas: If not me, then who?*
      Teacher's manual,(2nd ed.)*. Aurora, CO: McRel.*

Tovani, C. (2000). *I read it, but I don't get it: Comprehension strategies for adolescent readers.*
      Portland, Maine: Stenhouse Publishers.

Educational Leadership. (Nov. 2002). *Reading and writing in the content areas.* Volume 60, Number 3.

Optional Text

Billmeyer, R.,& Barton, M.L. (2002). *Teaching reading in the content areas: If not me, then who?*
      Blackline masters, (2nd ed.)*. Aurora, CO: McRel.*

Book Ordering Information

Books will be needed by the 3rd week of class.

The Billmeyer book and Educational Leadership journal can be purchased at:
1. The USF bookstore on the Tampa Campus.
2. USF's online bookstore at http://direct.mbsbooks.com/usf.htm.
3. ASCD's online store at http://www.ascd.org/

The Tovani book can be purchased at:
1. The USF bookstore on the Tampa Campus.
2. USF's online bookstore at http://direct.mbsbooks.com/usf.htm.
3. Through many commercial online bookstores.

Purpose

This course is designed to help pre-service and practicing teachers integrate high quality literacy instruction into their normal content teaching and enable them to assist students in developing solid literacy skills in their content area. It is not designed to produce a reading teacher, but rather to encourage secondary teachers to become teachers of reading and provide them with the skills necessary to do so in their content area.

First Class Meeting

The first class meeting is posted on the OASIS system and is listed in the Course Calendar. All students who are registered in the course by the first class meeting are expected to attend. If a student cannot attend the first class meeting, the student must complete a web-based makeup for this class.

Modules

After the initial meeting, all classes will be held online through the online Blackboard system offered through USF at https://my.usf.edu

Each topic in this course will consist of one module. Each module will provide background information, a purpose-setting activity, an application of the material, a study guide, and a quiz.

As you work through this course, you will find references to various activities located in the module's folder. These activities are intended to model the use of reading strategies in the classroom. They will foster your understanding of how to implement content area reading in your classroom and how content area reading can be a great help to your students, as well as give you ideas for your Single Day Lesson Plans.

Obtaining a Net ID

You must have a net id to access this course. You can apply for a net id at https://una.acomp.usf.edu/. You must have a USF ID card to get a Net ID. If you need a USF ID card and cannot come to campus, you can submit a form online at http://www.auxsvc.usf.edu/form_distance_learning.asp. This request should be placed well in advance.

Accessing Blackboard

Blackboard can be accessed at https://my.usf.edu. You will need to register for a Net ID to access the course.

Email Correspondence

Students must use their USF email for corresponding with the instructors. *Personal email accounts are not listed under Blackboard, and no correspondence can take place through*

them for this reason. You can check the class roll to determine the email address listed for you in this course. It is your obligation to routinely check your USF email account and correspond only through this account. E-mails are usually answered within 24 hours. If your e-mail goes unanswered, resubmit your email to the instructor because there is likely something wrong with your or the university's e-mail process

Grading

A+= 98-100
A = 95-97
A- = 90-94

B+= 88-89
B = 85-87
B- = 80-84

C+=78-79
C = 75-77
C- = 70-74

D= 60-69

F= 59 or below

Professional Disposition
         Virtual Discussion Group   10%
         Peer Evaluation   5%
         Participation   5%

Pedagogical and Content Knowledge
         Quizzes   25%
         Weekly Assignments 15%
         SDLP #1   15%
            SDLP #2   25%
Total   100%

No grade below "C" will be accepted toward a graduate degree. This includes C- grades

Virtual Discussion Group

Students will be assigned to small groups. These groups will serve two purposes. First, these groups will provide you with interaction with other social studies professionals enrolled in this course. Second, these groups will allow you to gather peer feedback as you develop your Single Day Lesson Plans.

In your group, you are expected to:

1. respond to the weekly readings via email. This portion of the course is called the "Virtual Discussion." For the Virtual Discussion you should pose questions, discuss parts of the texts you found important, highlight information you disagree with, talk about how the readings connected to your personal experiences, or discuss the course materials in other appropriate ways. DO NOT simply summarize the readings. Instead, I expect you to have an interactive conversation with your group members about the course materials. It should be evident in these discussions that you are searching for connections between the readings and your professional development.

2. attach your two completed weekly assignments to your virtual discussion response and read other group members' assignments. You should talk about the similarities and differences in your responses to the assignments, consider how the assignments could be used in your classroom or lesson plans, and ask questions of your group members regarding these assignments. Your response to the week's readings and assignments should appear together.

3. exchange Single Day Lesson Plans with and provide feedback via the File Exchange in your group's section using the provided rubric to your group members according to the dates specified in the course calendar.

To access the Virtual Discussion:
1. Click the "Groups" button on the course navigation bar.
2. Find your name listed under your assigned group. Click on your assigned group.
3. Press the "Group Discussion Board" button.
4. *Be sure the label your response on the group discussion board with the __title of the module__ you are discussing.* Points will be deducted for any response that is not labeled correctly!

To attach your assignments to your Virtual Discussion response:
1. After you are done writing your response, Click the "Browse" button at the bottom of the page.
2. Select the file you want to attach.
3. Click "Open."
4. Click "Submit."

To exchange Single Day Lesson Plans with your group members:
1. Click the "Groups" button on the course navigation bar.
2. Click on your assigned group.
3. Click on "File Exchange."
4. Press "Add File."
5. Press "Browse" and find the document you want to attach.
6. Press "Submit" after you have selected the correct file.

Peer Evaluation

Peer interaction is one important aspect of learning and developing and understanding of concepts in a course. Therefore, it is imperative that each student contributes fully, and in a timely manner to their group. Since group members rely upon one another for feedback and intellectual interaction, peer evaluations are an integral part of the professional disposition portion of the grade in this course. In order to ensure that group members are actively involved in their groups, students will evaluate each of their group member's contributions to their groups' progress using the "Peer Evaluation of Group Members" form located in the course information section of the course. This form should be submitted through the Digital Drop Box by the date specified in the calendar.

Participation

The participation grade for this course will be based upon the student's display of the following behaviors, as evaluated by the subjective assessment of the instructor:

> Attendance at the first class meeting or submission of assignments to take its place, Self- initiative, Participation, Timely submission of assignments, Following Directions, Self-sufficiency, Organization skills, Positive Response to Feedback, Ability to complete work autonomously, Enthusiasm for teaching, Alertness to appropriate occasions for exhibiting the behavior, Etc.

Quizzes

At the end of each module, students will complete a short quiz. You must submit each quiz by 11:55 pm on the designated due date. ***Quizzes can be accessed only one time, so be sure you are ready to take the quiz when you open it.*** Quizzes are graded automatically by the Blackboard system. Any misspellings will be counted as an incorrect response. For this reason, be sure to check your answers before you submit them. Quizzes must be taken by 11:55 pm on the posted date.

If for any reason you receive an error while submitting your quiz, please contact the instructor immediately in order to have your quiz reset. Take note that although the instructor checks email daily, if you email on the day that the quiz is due, it is possible that the instructor will not receive your email until after the posted deadline, which will result in a failing grade on the quiz. **After the date posted in the calendar, quizzes will be inaccessible and cannot be reposted for makeup or re-testing.** *Therefore, you should take each quiz no later than the day **before** it is due so that if any technical problems arise, you can contact the instructors and your grade will not be affected!*

Weekly Assignments

Each module has two assignments included in the folder which will be completed by the student as he or she works through that week's content. There is commonly a pre-reading or during reading activity, as well as a vocabulary activity. To complete these activities, type directly into the document and save your work. The completed assignment will then be posted with in your response to your group discussion as discussed in the section that outlines the virtual discussion group. Each assignment will be worth a total of 5 points.

Single Day Lesson Plans (SDLP #1 & SDLP #2)

It is important that the concepts presented in the course materials are understood, but it is equally important that these concepts can be applied professionally. For this reason, a major part of your grade will consist of a two Single Day Lesson Plans that incorporates all of the principles of content area reading covered in this course. You are expected to exchange your Single Day Lesson Plans with members of your group for feedback throughout the semester. You are also expected to provide feedback to your group members. On the date specified in the syllabus, the completed final SDLPs will be submitted to the instructor for a grade.

The final draft of the first SDLP will be due several weeks after the course begins. Though the SDLP should be complete, the instructor will grade only the criteria listed in the rubric. Additional criteria will also be required in the second SDLP. Since students will have peer and instructor feedback from the first SDLP to consider, the second SDLP will be worth more than the first.

You **must** use the provided format for the Single Day Lesson Plans. You will post your rough drafts of your SDLPs to the file exchange section of your group's section and you will send the final drafts of the SDLPs to the instructor through the Digital Drop Box to be graded. You must submit your lesson plans electronically, through the digital drop box, in *one, single document*. If you do not use the correct format, submit multiple files, or send your lesson plan via email, your lesson plan will be returned to you ungraded.

To submit your Single Day Lesson Plans to the instructor:
1. Click the "Course Tools" button on the course navigation bar.
2. Click on the "Digital Drop Box" button.
3. Press "Add File."
4. Press "Browse" and find the document you want to attach.
5. Press "Submit" after you have selected the correct file.
6. Next you will see a prompt telling you that it was successful. Press "Okay."
7. Click the "Send File" button.
8. Click the arrow next to "Select File."
9. Choose the file you just added.
10. Press the "Submit" button.

Expectations for Distance Learning Environment

Students participating in distance learning must be aware of two important facets affecting this environment: (1) the nature of technology and (2) required computer skills. Technology is only as dependable as the computers in the network and their users. Technical difficulties are anticipated by the instructors and should be anticipated by students. Email accounts malfunction, servers go down, and attachments don't always open! Avoid submitting assignments at the last minute since assignment deadlines cannot be extended even if you experience a technical problem. This course also requires that students be familiar with the technology required to participate in this course, including sending emails, opening/sending attachments, internet navigation, and file management.

Submitting Assignments

All assignments must be submitted on time, through the designated electronic option described for that assignment. Do not send them as email attachments to the instructor. Assignments are considered "submitted" only after the instructor has opened them. That means that you are responsible for assuring that your files and attachments are submitted in a conventional format that can be easily opened and read using standard software. If you are having difficulty submitting files, you should contact the instructor for assistance. Quizzes will automatically be graded by the Blackboard system after the student submits the quiz.

Please note: The instructor does not have access to Word Perfect. If you use Word Perfect to create a document, you must save the document in Rich Text Format so the instructor can open the file.

To attach a file to your Virtual Discussion response:
1. After you are done writing your response, Click the "Browse" button at the bottom of the page.
2. Select the file you want to attach.
3. Click "Open."
4. Click "Submit."

To exchange a file with your group members:
1. Click the "Groups" button on the course navigation bar.
2. Click on your assigned group.
3. Click on "File Exchange."
4. Press "Add File."
5. Press "Browse" and find the document you want to attach.
6. Press "Submit" after you have selected the correct file.

To submit an assignment to the instructor, send the document through the Digital Drop Box by doing the following:
1. Click the "Course Tools" button on the course navigation bar.
2. Click on the "Digital Drop Box" button.
3. Press "Add File."
4. Press "Browse" and find the document you want to attach.
5. Press "Submit" after you have selected the correct file.
6. Next you will see a prompt telling you that it was successful. Press "Okay."
7. Click the "Send File" button.
8. Click the arrow next to "Select File."
9. Choose the file you just added.
10. Press the "Submit" button.

Late Assignments

Any assignment submitted within one week after the due date will be reduced by one letter grade. Assignments submitted more than one week late will not be accepted.

Quality of Work

All work is expected to be original, clearly connected to the assignment, and completed by the registered student. Assignments should be written in clear, succinct, correct English. The quality of expression will affect the grade on an assignment. The instructors will evaluate your work, but will not edit it. Poorly written assignments will be returned unread.

Students with Special Needs

Students with disabilities are responsible for registering with the Office of Student Disabilities Services in order to receive special accommodations and services. Please notify the instructor during the first week of classes if a reasonable accommodation for a disability is needed for this course. A letter from the USF Disability Services Office must accompany this request.

University Religious Observance Policy

Students who seek to be absent under the University Policy on Religious Observances must give notice at the first class meeting by providing the professor with a date and name of the observance.

The Social Science Education Program

The Social Science Education Program at the University of South Florida is a Southern Association, NCATE, NCSS, and State Approved Program based on its program and course requirements and faculty qualifications. Course and program requirements are detailed in the university catalog and our websites at http://www.coedu.usf.edu/deptseced/socscied/default.htm. There are four full-time faculty at the Tampa Campus and over ten adjunct faculty who are practicing teachers, administrators, and curriculum developers at the K-12 level. These post-masters, adjunct faculty are selected for their content and pedagogical knowledge of social studies education and its praxis in contemporary and diverse elementary, middle, and high school settings. The faculty are recognized as scholars, leaders and expert practitioners at the local, state, national and international level and provide a breadth of knowledge, perspectives and practical experience that is truly unique.

Internship

- ▪ ***Students with Criminal Records*** - in almost all cases, a criminal record will prevent you from completing a teacher education program because you will not be approved for an internship by a school district. If you have a question, contact Ms. Diane Wood at Wood@tempest.coedu.usf.edu

- ▪ You will apply in **early January** for the upcoming fall and in **early June** for the upcoming spring in which you intern, for details go to: http://www.coedu.usf.edu/deptseced/socscied/prospect/Internship.htm

- ▪ Pass the FTCE Professional and Subject Area Test & GKT (if you didn't pass the CLAST prior to July 1, 2002) prior to Internship

Registration

- ▪ **Masters students** go to http://www.coedu.usf.edu/deptseced/socscied/prospect/default.htm and click on *News, Updates and Course Availability: Always Start Your Registration Here*

- ▪ **Undergraduate students** go to http://www.coedu.usf.edu/deptseced/socscied/Underg/default.htm and click on News, *Updates and Course Availability: Always Start Your Registration Here*

Social Sciences Education Program Standards

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A. **Competency** in ***Pedagogical*** and ***Content Knowledge*** You will be expected to demonstrate content and pedagogical knowledge through a combination of objective and subjective assessments by:

1. Demonstrating a command of terminology, concepts, facts, applications and major theories for both social sciences content and social science education pedagogy through class participation, examination, reflective papers, journals, etc., and

2. Completing projects, tasks, assignments, etc. that demonstrate an ability to apply pedagogical knowledge to content knowledge.

B. A **Professional Disposition.** You will be expected to demonstrate the dispositions appropriate to the profession based on in-class and out-of-class behaviors and interactions with the instructor and fellow students. These behaviors and interactions will be based primarily on the subjective assessment of the instructor. They must be consistent with the democratic beliefs and ethical conduct espoused in the NCSS code of Ethics for the Social Science Education Profession at (http://databank.ncss.org/article.php?story=20020402120622151) and Florida Code of Ethics (http://www.firn.edu/doe/rules/final6b1.pdf), consistent with the ability to perform the duties of a practicing teacher, and such criteria as: Self- initiative, Attendance, Participation, Timely submission of assignments, Following Directions, Self-sufficiency, Organization skills, Positive Response to Feedback, Ability to complete work autonomously, Enthusiasm for teaching, Alertness to appropriate occasions for exhibiting the behavior, Etc.

It is the student's responsibility to take those affirmative steps to demonstrate to the satisfaction of the professor that their disposition is appropriate to the profession. Profession Disposition points are assigned at the end of the course.

Classroom Conduct

Students are expected to adhere to the highest standards of civility, ethics, and professional behavior. Students are expected to cooperate with one another and with the instructor; contribute fairly to group discussions and class activities; and represent their own work fairly and honestly. Class members will treat one another and the instructor respectfully and with courtesy. Racism, sexism, and other forms of intolerance are inappropriate in a just, democratic society and especially in a discipline devoted to the preservation and expansion of human rights and opportunities to all people.

Under university and college policies, a breach in professional standards constitutes grounds for disciplinary action, including suspension or expulsion from the University or removal from the course with a failing grade. If you have any questions about the propriety of an action, please do not hesitate to discuss it with the instructor. Classroom conduct is a consideration in assessing student's Professional Disposition.

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Modification of Course Sequence and Expectations

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www.coedu.usf.edu/main/qualityassurance/ncate_visit_info_materials.html

Course Syllabus: SSE 5641

Reading and Basic Skills in the Content Areas

Instructor Information

Aimee Fogelman

██████████████████████

Dr. Howard Johnston

██████████████████████

All course contact should be directed to Aimee Fogelman.

Office Hours Via Email Correspondence

Due to the nature of this course, office hours will take place online. To contact the instructors, students must use their USF email accounts. *Personal email accounts are not listed under Blackboard, and no correspondence can take place through them for this reason*. E-mails are usually answered within 24 hours. If your e-mail goes unanswered, resubmit your email to the instructor because there is likely something wrong with your or the university's e-mail process.

Required Texts

Billmeyer, R.,& Barton, M.L. (2002). *Teaching reading in the content areas: If not me, then who?*
        Teacher's manual, (2nd ed.). Aurora, CO: McRel.

Tovani, C. (2000). *I read it, but I don't get it: Comprehension strategies for adolescent readers.*
        Portland, Maine: Stenhouse Publishers.

Educational Leadership. (Nov. 2002). *Reading and writing in the content areas.* Volume 60, Number 3.

Optional Text

Billmeyer, R.,& Barton, M.L. (2002). *Teaching reading in the content areas: If not me, then who?*
        Blackline masters, (2nd ed.). Aurora, CO: McRel.

Book Ordering Information

Books will be needed by the 3rd week of class.

The Billmeyer book and Educational Leadership journal can be purchased at:
    4.   The USF bookstore on the Tampa Campus.
    5.   USF's online bookstore at http://direct.mbsbooks.com/usf.htm.
    6.   ASCD's online store at http://www.ascd.org/

The Tovani book can be purchased at:
    4.   The USF bookstore on the Tampa Campus.
    5.   USF's online bookstore at http://direct.mbsbooks.com/usf.htm.
    6.   Through many commercial online bookstores.

Purpose

This course is designed to help pre-service and practicing teachers integrate high quality literacy instruction into their normal content teaching and enable them to assist students in developing solid literacy skills in their content area. It is not designed to produce a reading teacher, but rather to encourage secondary teachers to become teachers of reading and provide them with the skills necessary to do so in their content area.

First Class Meeting

The first class meeting is posted on the OASIS system and is listed in the Course Calendar. All students who are registered in the course by the first class meeting are expected to attend. If a student cannot attend the first class meeting, the student must complete a web-based makeup for this class.

Modules

After the initial meeting, all classes will be held online through the online Blackboard system offered through USF at https://my.usf.edu

Each topic in this course will consist of one module. Each module will provide background information, a purpose-setting activity, an application of the material, a study guide, and a quiz.

As you work through this course, you will find references to various activities located in the module's folder. These activities are intended to model the use of reading strategies in the classroom. They will foster your understanding of how to implement content area reading in your classroom and how content area reading can be a great help to your students, as well as give you ideas for your Multi-Day Lesson Plan.

Obtaining a Net ID

You must have a net id to access this course. You can apply for a net id at https://una.acomp.usf.edu/. You must have a USF ID card to get a Net ID. If you need a USF ID card and cannot come to campus, you can submit a form online at http://www.auxsvc.usf.edu/form_distance_learning.asp. This request should be placed well in advance.

Accessing Blackboard

Blackboard can be accessed at https://my.usf.edu. You will need to register for a Net ID to access the course.

Email Correspondence

Students must use their USF email for corresponding with the instructors. *Personal email accounts are not listed under Blackboard, and no correspondence can take place through them for this reason.* You can check the class roll to determine the email address listed for you in this course. It is your obligation to routinely check your USF email account and correspond only through this account. E-mails are usually answered within 24 hours. If your e-mail goes unanswered, resubmit your email to the instructor because there is likely something wrong with your or the university's e-mail process.

Grading

A+= 98-100
A = 95-97
A- = 90-94

B+= 88-89
B = 85-87
B- = 80-84

C+=78-79
C = 75-77
C- = 70-74

D= 60-69

F= 59 or below

Professional Disposition

Virtual Discussion Group		10%
Peer Evaluation		5%
Participation	5%	

Pedagogical and Content Knowledge

Quizzes	15%
Weekly Assignments	15%
Reflective Journal	10%
Multi-Day Lesson Plan	40%
Total	100%

No grade below "C" will be accepted toward a graduate degree. This includes C- grades

Virtual Discussion Group

Students will be assigned to small groups. These groups will serve two purposes. First, these groups will provide you with interaction with other social studies professionals enrolled in this course. Second, these groups will allow you to gather peer feedback as you develop your Multi-Day Lesson Plan.

In your group, you are expected to:
4. respond to the weekly readings via email. This portion of the course is called the "Virtual Discussion." For the Virtual Discussion you should pose questions, discuss parts of the texts you found important, highlight information you disagree with, talk about how the readings connected to your personal experiences, or discuss the course materials in other appropriate ways. DO NOT simply summarize the readings. Instead, I expect you to have an interactive conversation with your group members about the course materials. It should be evident in these discussions that you are searching for connections between the readings and your professional development.

5. attach your two completed weekly assignments to your virtual discussion response and read other group members' assignments. You should talk about the similarities and differences in your responses to the assignments, consider how the assignments could be used in your classroom or lesson plans, and ask questions of your group members regarding these assignments. Your response to the week's readings and assignments should appear together.

6. exchange Multi-Day Lesson Plans with and provide feedback via the file exchange in your group's section using the provided rubric to your group members according to the dates specified in the course calendar.

To access the Virtual Discussion:
5. Click the "Groups" button on the course navigation bar.
6. Find your name listed under your assigned group. Click on your assigned group.
7. Press the "Group Discussion Board" button.
8. *Be sure the label your response on the group discussion board with the **title of the module** you are discussing.* Points will be deducted for any response that is not labeled correctly!

To attach your assignments to your Virtual Discussion response:
5. After you are done writing your response, Click the "Browse" button at the bottom of the page.
6. Select the file you want to attach.
7. Click "Open."
8. Click "Submit."

To exchange Multi-Day Lesson Plans with your group members:
7. Click the "Groups" button on the course navigation bar.
8. Click on your assigned group.
9. Click on "File Exchange."
10. Press "Add File."
11. Press "Browse" and find the document you want to attach.
12. Press "Submit" after you have selected the correct file.

Peer Evaluation

Peer interaction is one important aspect of learning and developing and understanding of concepts in a course. Therefore, it is imperative that each student contributes fully, and in a timely manner to their group. Since group members rely upon one another for feedback and intellectual interaction, peer evaluations are an integral part of the professional disposition portion of the grade in this course. In order to ensure that group members are actively involved in their groups, students will evaluate each of their group member's contributions to their groups' progress using the "Peer Evaluation of Group Members" form located in the course information section of the course. This form should be submitted through the Digital Drop Box by the date specified in the calendar.

Participation

The participation grade for this course will be based upon the student's display of the following behaviors, as evaluated by the subjective assessment of the instructor:

> Attendance at the first class meeting or submission of assignments to take its place, Self- initiative, Participation, Timely submission of assignments, Following Directions, Self-sufficiency, Organization skills, Positive Response to Feedback, Ability to complete work autonomously, Enthusiasm for teaching, Alertness to appropriate occasions for exhibiting the behavior, Etc.

Quizzes

At the end of each module, students will complete a short quiz. You must submit each quiz by 11:55 pm on the designated due date. ***Quizzes can be accessed only one time, so be sure you are ready to take the quiz when you open it.*** Quizzes are graded automatically by the Blackboard system. Any misspellings will be counted as an incorrect response. For this reason, be sure to check your answers before you submit them. Quizzes must be taken by 11:55 pm on the posted date.

If for any reason you receive an error while submitting your quiz, please contact the instructor immediately in order to have your quiz reset. Take note that although the instructor checks email daily, if you email on the day that the quiz is due, it is possible that the instructor will not receive your email until after the posted deadline, which will result in a failing grade on the quiz. **After the date posted in the calendar, quizzes will be inaccessible and cannot be reposted for makeup or re-testing.** *Therefore, you should take each quiz no later than the day **before** it is due so that if any technical problems arise, you can contact the instructors and your grade will not be affected!*

Weekly Assignments

Each module has two assignments included in the folder which will be completed by the student as he or she works through that week's content. There is commonly a pre-reading or during reading activity, as well as a vocabulary activity. To complete these activities, type directly into the document and save your work. The completed assignment will then be posted with in your response to your group discussion as discussed in the section that outlines the virtual discussion group. Each assignment will be worth a total of 5 points.

Reflective Journal

Journaling is an effective learning and self-evaluation tool. Students can include in an on-going journal: thoughts, ideas, descriptions, lists, goals, progress, experiences, and impressions about the learning process and course materials.

Students will be writing reflective responses in a journal each week as the course content is learned and the Multi Day Lesson Plan is written. In this journal the process undergone as the MDLP is developed should be discussed.

Students should compile all of their entries into one, single document and submit it by the due date to the Digital Drop Box. Please refer to the rubric for grading criteria.

Multi-Day Lesson Plan

It is important that the concepts presented in the course materials are understood, but it is equally important that these concepts can be applied professionally. For this reason, a major part of your grade will consist of a Multi-Day Lesson Plan that incorporates all of the principles of content area reading covered in this course. You are expected to exchange portions of your Multi-Day Lesson Plan with members of your group for feedback throughout the semester. You are also expected to provide feedback to your group members. On the date specified in the syllabus, the completed final project will be submitted to the instructor.

You **must** use the provided format for the Multi Day Lesson Plan. You will post your rough drafts of your MDLP to the file exchange section of your group's section and you will send the final draft of the MDLP to the instructor through the Digital Drop Box to be graded. You must submit your lesson plans electronically, through the digital drop box, in *one, single document*. If you do not use the correct format, submit multiple files, or send your lesson plan via email, your lesson plan will be returned to you ungraded.

To submit your Multi-Day Lesson Plans to the instructor:
11. Click the "Course Tools" button on the course navigation bar.
12. Click on the "Digital Drop Box" button.
13. Press "Add File."
14. Press "Browse" and find the document you want to attach.
15. Press "Submit" after you have selected the correct file.
16. Next you will see a prompt telling you that it was successful. Press "Okay."
17. Click the "Send File" button.
18. Click the arrow next to "Select File."
19. Choose the file you just added.
20. Press the "Submit" button.

Expectations for Distance Learning Environment

Students participating in distance learning must be aware of two important facets affecting this environment: (1) the nature of technology and (2) required computer skills. Technology is only as dependable as the computers in the network and their users. Technical difficulties are anticipated by the instructors and should be anticipated by students. Email accounts malfunction, servers go down, and attachments don't always open! Avoid submitting assignments at the last minute since assignment deadlines cannot be extended even if you experience a technical problem. This course also requires that students be familiar with the technology required to participate in this course, including sending emails, opening/sending attachments, internet navigation, and file management.

Submitting Assignments

All assignments must be submitted on time, through the designated electronic option described for that assignment. Do not send them as email attachments to the instructor. Assignments are considered "submitted" only after the instructor has opened them. That means that you are responsible for assuring that your files and attachments are submitted in a conventional format that can be easily opened and read using standard software. If you are having difficulty submitting files, you should contact the instructor for assistance. Quizzes will automatically be graded by the Blackboard system after the student submits the quiz.

Please note: The instructor does not have access to Word Perfect. If you use Word Perfect to create a document, you must save the document in Rich Text Format so the instructor can open the file.

To attach a file to your Virtual Discussion response:
5. After you are done writing your response, Click the "Browse" button at the bottom of the page.
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To exchange a file with your group members:
7. Click the "Groups" button on the course navigation bar.
8. Click on your assigned group.
9. Click on "File Exchange."
10. Press "Add File."
11. Press "Browse" and find the document you want to attach.
12. Press "Submit" after you have selected the correct file.

To submit an assignment to the instructor, send the document through the Digital Drop Box by doing the following:
11. Click the "Course Tools" button on the course navigation bar.
12. Click on the "Digital Drop Box" button.
13. Press "Add File."
14. Press "Browse" and find the document you want to attach.
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18. Click the arrow next to "Select File."
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20. Press the "Submit" button.

Late Assignments

Any assignment submitted within one week after the due date will be reduced by one letter grade. Assignments submitted more than one week late will not be accepted.

Quality of Work

All work is expected to be original, clearly connected to the assignment, and completed by the registered student. Assignments should be written in clear, succinct, correct English. The quality of expression will affect the grade on an assignment. The instructors will evaluate your work, but will not edit it. Poorly written assignments will be returned unread.

Students with Special Needs

Students with disabilities are responsible for registering with the Office of Student Disabilities Services in order to receive special accommodations and services. Please notify the instructor during the first week of classes if a reasonable accommodation for a disability is needed for this course. A letter from the USF Disability Services Office must accompany this request.

University Religious Observance Policy

Students who seek to be absent under the University Policy on Religious Observances must give notice at the first class meeting by providing the professor with a date and name of the observance.

The Social Science Education Program

The Social Science Education Program at the University of South Florida is a Southern Association, NCATE, NCSS, and State Approved Program based on its program and course requirements and faculty qualifications. Course and program requirements are detailed in the university catalog and our websites at http://www.coedu.usf.edu/deptseced/socscied/default.htm. There are four full-time faculty at the Tampa Campus and over ten adjunct faculty who are practicing teachers, administrators, and curriculum developers at the K-12 level. These post-masters, adjunct faculty are selected for their content and pedagogical knowledge of social studies education and its praxis in contemporary and diverse elementary, middle, and high school settings. The faculty are recognized as scholars, leaders and expert practitioners at the local, state, national and international level and provide a breadth of knowledge, perspectives and practical experience that is truly unique.

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B. **Competency** in *Pedagogical* and *Content Knowledge* <u>You will be expected to demonstrate content and pedagogical knowledge</u> through a combination of objective and subjective assessments by:

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Self- initiative, Attendance, Participation, Timely submission of assignments, Following Directions, Self-sufficiency, Organization skills, Positive Response to Feedback, Ability to complete work autonomously, Enthusiasm for teaching, Alertness to appropriate occasions for exhibiting the behavior, Etc.

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www.coedu.usf.edu/main/qualityassurance/ncate_visit_info_materials.html

Pre-survey

Reading in the Content Areas Pre-Survey

This is Part 1 of a pre/post survey. The purpose of this survey is to determine how the contents of this course affect your attitude about teaching reading in the Social Studies classroom.

Your answers will be recorded anonymously and will not impact your grade. Your name will be recorded on a list showing that you have submitted a complete survey. Your answers will be sent to a separate file. The pre/post answers will be matched according to the last 4 digits of your phone number. Since phone numbers are not provided to instructors, no identifying info will be recorded with your answers.

Please answer the following questions as honestly as possible.

Step One: Participation E-mail Sent to Instructor

Please type your name: [   ] [Send]

Reading in the Content Areas Pre-Survey

Please remember to answer the following questions as honestly as possible.

Step One: Survey Participant Information

Last 4 digits of you phone number to match pre-post data results [   ]

Gender ◉ Female ☐ Male

Age Range ☐ Under 20 ☐ 20-29 ☐ 30-39 ☐ 40-49 ☐ 50-59 ☐ 60+

Are you currently teaching? ☐ yes ☐ no

If **YES**

What grade level? ⬚

What subject? ⬚

If **NO**

Are you planning to teach? ⬚

What subject? ⬚

If you have **COMPLETED** any teacher education programs, please select which of the following apply:

An undergraduate teacher education program? ☐ yes ☐ no

A graduate education program, e.g. MAT or M.Ed.? ☐ yes ☐ no

An alternative teacher preparation program? ☐ yes ☐ no

If you are **CURRENTLY COMPLETING** any teacher education programs, please select which of the following apply:

An undergraduate teacher education program? ☐ yes ☐ no

A graduate education program, e.g. MAT or M.Ed.? ☐ yes ☐ no

An alternative teacher preparation program? ☐ yes ☐ no

Step Two: The Survey

Directions: Indicate your feelings toward each of the following items.

1. A content area teacher is obliged to help students improve their reading ability.

☐	☐	☐	☐	☐	☐	☐
7	6	5	4	3	2	1
Strongly Agree	Agree	Tend to Agree	Neutral	Tend to Disagree	Disagree	Strongly Disagree

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2. Technical vocabulary should be introduced to students in content classes before they meet those terms in a reading passage.

7	6	5	4	3	2	1
Strongly Agree	Agree	Tend to Agree	Neutral	Tend to Disagree	Disagree	Strongly Disagree

3. The primary responsibility of a content area teacher should be to impart subject matter knowledge.

7	6	5	4	3	2	1
Strongly Agree	Agree	Tend to Agree	Neutral	Tend to Disagree	Disagree	Strongly Disagree

4. Few students can learn all they need to know about how to read in six years of schooling.

7	6	5	4	3	2	1
Strongly Agree	Agree	Tend to Agree	Neutral	Tend to Disagree	Disagree	Strongly Disagree

5. The sole responsibility for teaching students how to study should lie with reading teachers.

7	6	5	4	3	2	1
Strongly Agree	Agree	Tend to Agree	Neutral	Tend to Disagree	Disagree	Strongly Disagree

6. Knowing how to teach reading in content areas should be required in secondary schools.

7	6	5	4	3	2	1
Strongly Agree	Agree	Tend to Agree	Neutral	Tend to Disagree	Disagree	Strongly Disagree

7. Only English teachers should be responsible for teaching reading in secondary schools.

☐	☐	☐	☐	☐	☐	☐
7	6	5	4	3	2	1
Strongly Agree	Agree	Tend to Agree	Neutral	Tend to Disagree	Disagree	Strongly Disagree

8. A teacher who wants to improve students' interest in reading should show them that he or she likes to read.

☐	☐	☐	☐	☐	☐	☐
7	6	5	4	3	2	1
Strongly Agree	Agree	Tend to Agree	Neutral	Tend to Disagree	Disagree	Strongly Disagree

9. Content teachers should teach content and leave reading instruction to reading teachers.

☐	☐	☐	☐	☐	☐	☐
7	6	5	4	3	2	1
Strongly Agree	Agree	Tend to Agree	Neutral	Tend to Disagree	Disagree	Strongly Disagree

10. A content area teacher should be responsible for helping students think on an interpretive level as well as a literal level when they read.

☐	☐	☐	☐	☐	☐	☐
7	6	5	4	3	2	1
Strongly Agree	Agree	Tend to Agree	Neutral	Tend to Disagree	Disagree	Strongly Disagree

11. Content area teachers should feel a greater responsibility to the content they tech than to any reading instruction they may be able to provide.

☐	☐	☐	☐	☐	☐	☐
7	6	5	4	3	2	1
Strongly Agree	Agree	Tend to Agree	Neutral	Tend to Disagree	Disagree	Strongly Disagree

12. Content area teachers should help students learn to set a purpose for reading.

7	6	5	4	3	2	1
Strongly Agree	Agree	Tend to Agree	Neutral	Tend to Disagree	Disagree	Strongly Disagree

13. Every content area teacher should teach students how to read materials in his or her content specialty.

7	6	5	4	3	2	1
Strongly Agree	Agree	Tend to Agree	Neutral	Tend to Disagree	Disagree	Strongly Disagree

14. Reading instruction in secondary schools is a waste of time.

7	6	5	4	3	2	1
Strongly Agree	Agree	Tend to Agree	Neutral	Tend to Disagree	Disagree	Strongly Disagree

15. Content area teachers should be familiar with theoretical concepts of the reading process.

7	6	5	4	3	2	1
Strongly Agree	Agree	Tend to Agree	Neutral	Tend to Disagree	Disagree	Strongly Disagree

Send   Réinitialiser

Post-survey

Reading in the Content Areas Post-Survey
Dear Student,

I am conducting a study about the effects of the Reading and Basic Skills course on pre-service and practicing teachers' attitudes toward content area reading. The surveys and discussion board postings that you have submitted this semester would be invaluable in this study.

Though your grade will not be affected by your responses to the surveys or discussion board, if you choose to participate, *you will receive 3 extra credit points*. If you are interested in participating, please read and print a copy the informed consent document below. If you decide to participate in the study, all that you need to do is type your name in the box at the end of this web page, choose the statement saying that you agree to participate in the study, and push the "submit" button. An email will be sent to me indicating that you are willing to participate. If you choose not to participate, please type your name in the box below, choose the statement saying that you do not want to participate, and push the "submit" button. An email will be sent to me indicating that you do not wish to participate in the study.

Though participation in this study is voluntary, EVERYONE MUST COMPLETE THE SURVEY! Completion of the survey is one requirement for this course. If you choose not to participate in the study, be assured that your responses *will not be included in the study*.

Survey results will not be viewed until the semester has ended and final grades have been assigned to ensure that your responses do not affect your grade. If you have any questions, please email me at ████████████████████████████ or call me at ████ ████████.

Sincerely,
Aimee Fogelman

Informed Consent (Please **Read and Print** this document for your records)

Please type your name: [＿＿＿＿＿]

○ I **AGREE** to participate in this study.

○ I **DO NOT AGREE** to participate in this study

[Envoyer]

Reading in the Content Areas Post-Survey

The following information will be used to match the pre and post survey data and the discussion board responses.

Please type your name ▭

Please type the last 4 digits of your phone number ▭

The Surveys

Please answer each question as honestly as possible. Your responses will only be viewed after the course ends and your final grades have been submitted. Therefore, your responses *will not* affect your grade.

Directions: Indicate your feelings toward each of the following items.

1. A content area teacher is obliged to help students improve their reading ability.

7	6	5	4	3	2	1
Strongly Agree	Agree	Tend to Agree	Neutral	Tend to Disagree	Disagree	Strongly Disagree

2. Technical vocabulary should be introduced to students in content classes before they meet those terms in a reading passage.

7	6	5	4	3	2	1
Strongly Agree	Agree	Tend to Agree	Neutral	Tend to Disagree	Disagree	Strongly Disagree

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3. The primary responsibility of a content area teacher should be to impart subject matter knowledge.

7	6	5	4	3	2	1
Strongly Agree	Agree	Tend to Agree	Neutral	Tend to Disagree	Disagree	Strongly Disagree

4. Few students can learn all they need to know about how to read in six years of schooling.

7	6	5	4	3	2	1
Strongly Agree	Agree	Tend to Agree	Neutral	Tend to Disagree	Disagree	Strongly Disagree

5. The sole responsibility for teaching students how to study should lie with reading teachers.

7	6	5	4	3	2	1
Strongly Agree	Agree	Tend to Agree	Neutral	Tend to Disagree	Disagree	Strongly Disagree

6. Knowing how to teach reading in content areas should be required in secondary schools.

7	6	5	4	3	2	1
Strongly Agree	Agree	Tend to Agree	Neutral	Tend to Disagree	Disagree	Strongly Disagree

7. Only English teachers should be responsible for teaching reading in secondary schools.

7	6	5	4	3	2	1
Strongly Agree	Agree	Tend to Agree	Neutral	Tend to Disagree	Disagree	Strongly Disagree

8. A teacher who wants to improve students' interest in reading should show them that he or she likes to read.

☐	☐	☐	☐	☐	☐	☐
7	6	5	4	3	2	1
Strongly Agree	Agree	Tend to Agree	Neutral	Tend to Disagree	Disagree	Strongly Disagree

9. Content teachers should teach content and leave reading instruction to reading teachers.

☐	☐	☐	☐	☐	☐	☐
7	6	5	4	3	2	1
Strongly Agree	Agree	Tend to Agree	Neutral	Tend to Disagree	Disagree	Strongly Disagree

10. A content area teacher should be responsible for helping students think on an interpretive level as well as a literal level when they read.

☐	☐	☐	☐	☐	☐	☐
7	6	5	4	3	2	1
Strongly Agree	Agree	Tend to Agree	Neutral	Tend to Disagree	Disagree	Strongly Disagree

11. Content area teachers should feel a greater responsibility to the content they tech than to any reading instruction they may be able to provide.

☐	☐	☐	☐	☐	☐	☐
7	6	5	4	3	2	1
Strongly Agree	Agree	Tend to Agree	Neutral	Tend to Disagree	Disagree	Strongly Disagree

12. Content area teachers should help students learn to set a purpose for reading.

☐	☐	☐	☐	☐	☐	☐
7	6	5	4	3	2	1
Strongly Agree	Agree	Tend to Agree	Neutral	Tend to Disagree	Disagree	Strongly Disagree

13. Every content area teacher should teach students how to read materials in his or her content specialty.

7	6	5	4	3	2	1
Strongly Agree	Agree	Tend to Agree	Neutral	Tend to Disagree	Disagree	Strongly Disagree

14. Reading instruction in secondary schools is a waste of time.

7	6	5	4	3	2	1
Strongly Agree	Agree	Tend to Agree	Neutral	Tend to Disagree	Disagree	Strongly Disagree

15. Content area teachers should be familiar with theoretical concepts of the reading process.

7	6	5	4	3	2	1
Strongly Agree	Agree	Tend to Agree	Neutral	Tend to Disagree	Disagree	Strongly Disagree

16. I receive feedback from the instructor as often as I need to.

7	6	5	4	3	2	1
Strongly Agree	Agree	Tend to Agree	Neutral	Tend to Disagree	Disagree	Strongly Disagree

17. I interact with the instructor as often as I need to.

7	6	5	4	3	2	1
Strongly Agree	Agree	Tend to Agree	Neutral	Tend to Disagree	Disagree	Strongly Disagree

18. The instructor encourages me to learn more.

7	6	5	4	3	2	1
Strongly Agree	Agree	Tend to Agree	Neutral	Tend to Disagree	Disagree	Strongly Disagree

19. I like to share information and ideas with other learners.

7	6	5	4	3	2	1
Strongly Agree	Agree	Tend to Agree	Neutral	Tend to Disagree	Disagree	Strongly Disagree

20. The class size is appropriate for general discussion.

7	6	5	4	3	2	1
Strongly Agree	Agree	Tend to Agree	Neutral	Tend to Disagree	Disagree	Strongly Disagree

21. Interacting with others helps me learn more.

7	6	5	4	3	2	1
Strongly Agree	Agree	Tend to Agree	Neutral	Tend to Disagree	Disagree	Strongly Disagree

22. I understand the course content.

7	6	5	4	3	2	1
Strongly Agree	Agree	Tend to Agree	Neutral	Tend to Disagree	Disagree	Strongly Disagree

23. I can get help to understand the course content.

7	6	5	4	3	2	1
Strongly Agree	Agree	Tend to Agree	Neutral	Tend to Disagree	Disagree	Strongly Disagree

24. The content of discussions among learners helps me learn more.

7	6	5	4	3	2	1
Strongly Agree	Agree	Tend to Agree	Neutral	Tend to Disagree	Disagree	Strongly Disagree

25. I believe the online course syllabus is well presented.

7	6	5	4	3	2	1
Strongly Agree	Agree	Tend to Agree	Neutral	Tend to Disagree	Disagree	Strongly Disagree

26. I believe assignments are reasonable.

7	6	5	4	3	2	1
Strongly Agree	Agree	Tend to Agree	Neutral	Tend to Disagree	Disagree	Strongly Disagree

27. I believe grading criteria are clear.

7	6	5	4	3	2	1
Strongly Agree	Agree	Tend to Agree	Neutral	Tend to Disagree	Disagree	Strongly Disagree

28. I am able to access course material anytime.

7	6	5	4	3	2	1
Strongly Agree	Agree	Tend to Agree	Neutral	Tend to Disagree	Disagree	Strongly Disagree

29. I can actively participate in the learning process.

7	6	5	4	3	2	1
Strongly Agree	Agree	Tend to Agree	Neutral	Tend to Disagree	Disagree	Strongly Disagree

30. I believe course materials meet my needs.

7	6	5	4	3	2	1
Strongly Agree	Agree	Tend to Agree	Neutral	Tend to Disagree	Disagree	Strongly Disagree

31. I am able to direct my own learning.

7	6	5	4	3	2	1
Strongly Agree	Agree	Tend to Agree	Neutral	Tend to Disagree	Disagree	Strongly Disagree

32. I am able to find library resources for my study.

7	6	5	4	3	2	1
Strongly Agree	Agree	Tend to Agree	Neutral	Tend to Disagree	Disagree	Strongly Disagree

33. I am able to complete assignments on time.

7	6	5	4	3	2	1
Strongly Agree	Agree	Tend to Agree	Neutral	Tend to Disagree	Disagree	Strongly Disagree

34. I like to learn at my own pace.

7	6	5	4	3	2	1
Strongly Agree	Agree	Tend to Agree	Neutral	Tend to Disagree	Disagree	Strongly Disagree

35. I like to actively participate in group discussions.

7	6	5	4	3	2	1
Strongly Agree	Agree	Tend to Agree	Neutral	Tend to Disagree	Disagree	Strongly Disagree

36. I appreciate the instructor's contribution to this course.

7	6	5	4	3	2	1
Strongly Agree	Agree	Tend to Agree	Neutral	Tend to Disagree	Disagree	Strongly Disagree

37. I feel that discussion with other learners is a vital part of the learning experience.

7	6	5	4	3	2	1
Strongly Agree	Agree	Tend to Agree	Neutral	Tend to Disagree	Disagree	Strongly Disagree

38. I believe the Internet provides an efficient way for interactive learning.

7	6	5	4	3	2	1
Strongly Agree	Agree	Tend to Agree	Neutral	Tend to Disagree	Disagree	Strongly Disagree

39. I believe all aspects of the online course are well presented.

7	6	5	4	3	2	1
Strongly Agree	Agree	Tend to Agree	Neutral	Tend to Disagree	Disagree	Strongly Disagree

40. The Internet enhances my interest in learning.

7	6	5	4	3	2	1
Strongly Agree	Agree	Tend to Agree	Neutral	Tend to Disagree	Disagree	Strongly Disagree

41. I believe the Internet provides a good learning environment.

7	6	5	4	3	2	1
Strongly Agree	Agree	Tend to Agree	Neutral	Tend to Disagree	Disagree	Strongly Disagree

42. I am able to access technical support easily.

7	6	5	4	3	2	1
Strongly Agree	Agree	Tend to Agree	Neutral	Tend to Disagree	Disagree	Strongly Disagree

Send

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APPENDIX H
Content Validity for Vaughan (1977) Instrument

Item and Item number	This item assesses an attitude toward an important concept in content area reading.				This item is clear and understandable.			
	Rating for each item by percent				**Rating for each item by percent**			
	1	**2**	**3**	**4**	**1**	**2**	**3**	**4**
1. A content area teacher is obliged to help students improve their reading ability.	0	0	0	100	0	0	0	87.5
2. Technical vocabulary should be introduced to students in content classes before they meet those terms in a reading passage.	0	0	37.5	62.5	0	0	50	50
3. The primary responsibility of a content area teacher should be to impart subject matter knowledge.	25	12.5	12.5	50	0	0	50	50
4. Few students can learn all they need to know about how to read in six years of schooling.	12.5	12.5	25	50	0	37.5	25	37.5
5. The sole responsibility for teaching students how to study should lie with reading teachers.	50	0	0	50	12.5	12.5	0	75
6. Knowing how to teach reading in content areas should be required in secondary schools.	0	0	0	100	0	0	0	100
7. Only English teachers should be responsible for teaching reading in secondary schools.	50	0	0	50	12.5	0	0	87.5
8. A teacher who wants to improve students' interest in reading should show them that he or she likes to read.	0	12.5	0	87.5	0	0	0	100
9. Content teachers should teach content and leave reading instruction to reading teachers.	50	0	0	32.5	12.5	0	0	87.5
10. A content area teacher should be responsible for helping students think on an interpretive level as well as a literal level when they read.	0	0	37.5	62.5	0	0	37.5	62.5
11. Content area teachers should feel a greater responsibility to the content they tech than to any reading instruction they may be able to provide.	25	37.5	0	32.5	0	12.5	12.5	75
12. Content area teachers should help students learn to set a purpose for reading.	0	0	0	87.5	0	0	0	100
13. Every content area teacher should teach students how to read materials in his or her content specialty.	0	0	0	100	0	0	0	100
14. Reading instruction in secondary schools is a waste of time.	50	0	0	50	12.5	0	0	87.5
15. Content area teachers should be familiar with theoretical concepts of the reading process.	0	25	25	50	0	12.5	37.5	50

Overall, this instrument includes concepts that are important in determining a teacher's overall attitude toward content area reading.	**1**		**2**		**3**		**4**	
	0		0		25		75	

APPENDIX I

Instrument used to Establish Content Validity for Vaughan (1977)Survey

Instructions: I am trying to establish the usefulness of the following instrument for determining pre-service and in-service teachers' attitudes toward content area reading. Please rate the following items for the degree to which they focus on important concepts in content area reading, as well as for clarity and understandability by bolding your response to each statement below. Additionally, if you have any comments, please include them. Thank you for taking the time to complete this form. Your insight is very valuable to me in this process.

1. A content area teacher is obliged to help students improve their reading ability.
*   This item assesses an attitude toward an important concept in content area reading.

    4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

*   This item is clear and understandable.

    4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

2. Technical vocabulary should be introduced to students in content classes before they meet those terms in a reading passage.
*   This item assesses an attitude toward an important concept in content area reading.

    4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

*   This item is clear and understandable.

    4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

3. The primary responsibility of a content area teacher should be to impart subject matter knowledge.
*   This item assesses an attitude toward an important concept in content area reading.

    4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

*   This item is clear and understandable.

    4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

4. Few students can learn all they need to know about how to read in six years of schooling.
*   This item assesses an attitude toward an important concept in content area reading.

    4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

*   This item is clear and understandable.

    4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

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5. The sole responsibility for teaching students how to study should lie with reading teachers.

- This item assesses an attitude toward an important concept in content area reading.

    4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

- This item is clear and understandable.

    4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

6. Knowing how to teach reading in content areas should be required in secondary schools.

- This item assesses an attitude toward an important concept in content area reading.

    4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

- This item is clear and understandable.

    4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

7. Only English teachers should be responsible for teaching reading in secondary schools.
- This item assesses an attitude toward an important concept in content area reading.

    4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

- This item is clear and understandable.

    4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

8. A teacher who wants to improve students' interest in reading should show them that he or she likes to read.

- This item assesses an attitude toward an important concept in content area reading.

    4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

- This item is clear and understandable.

    4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

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9. Content teachers should teach content and leave reading instruction to reading teachers.
- This item assesses an attitude toward an important concept in content area reading.

    4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

- This item is clear and understandable.

    4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

10. A content area teacher should be responsible for helping students think on an interpretive level as well as a literal level when they read.
- This item assesses an attitude toward an important concept in content area reading.

    4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

- This item is clear and understandable.

    4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

11. Content area teachers should feel a greater responsibility to the content they tech than to any reading instruction they may be able to provide.
- This item assesses an attitude toward an important concept in content area reading.

    4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

- This item is clear and understandable.

    4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

12. Content area teachers should help students learn to set a purpose for reading.
- This item assesses an attitude toward an important concept in content area reading.

    4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

- This item is clear and understandable.

    4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

13. Every content area teacher should teach students how to read materials in his or her content specialty.

- This item assesses an attitude toward an important concept in content area reading.

    4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

- This item is clear and understandable.

    4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

14. Reading instruction in secondary schools is a waste of time.
   - This item assesses an attitude toward an important concept in content area reading.

     4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

   - This item is clear and understandable.

     4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

15. Content area teachers should be familiar with theoretical concepts of the reading process.
   - This item assesses an attitude toward an important concept in content area reading.

     4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

   - This item is clear and understandable.

     4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

Overall, this instrument includes concepts that are important in determining a teacher's overall attitude toward content area reading.

     4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

After reading each of the items included in the instrument, do think anything was left out of the instrument? If so, please explain what you would include.

_____

_____

_____

_____

Do you have any other comments?

_____

_____

_____

_____

Complete Content Validity Results for Vaughan Survey with Experts' Comments

Rater	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	8
Item	This item assesses an attitude toward an important concept in content area reading.								This item is clear and understandable.								Comments							
A content area teacher is obliged to help students improve their reading ability.	4	4	4	4	4	4	4	4	4	4	4		4	4	4	4				In the given content area				
Technical vocabulary should be introduced to students in content classes before they meet those terms in a reading passage.	3	4	4	3	4	3	4	4	3	4	4	3	3	3	4	4	(Sometimes there are so many technical terms that preteaching them all becomes an exercise in facility.) May be quantifying the question would help. i.e. teachers should prioritize essential words and provide several opportunities for students to learn these selected terms.				"Critical" vocab. Not all tech vocab is necessary to understand the concept			

The primary responsibility of a content area teacher should be to impart subject matter knowledge.	2	4	4	1	1	3	4	4	3	4	4	3	3	3	4	4			Delivery of content without opportunities to think and wrestle with meaning are ineffective.	
Few students can learn all they need to know about how to read in six years of schooling.	3	4	4	3	1	2	4	4	2	3	4	3	2	2	4	4	You should somehow cue the respondent (or remind the respondent) that there are different reading skills for different subjects. Perhaps my belief that reading different subjects requires different 4skills should be one of the statements?	"in six years of schooling" was highlighted and "(unclear)" was typed next to it.		Which 6 years
The sole responsibility for teaching students how to study should lie with reading teachers.	4	4	1	1	1	1	4	4	4	4	4		2	1	4	4			Is sole too finite or restrictive?	"how to study" is circled and next to it "how to read???" is written. Who's job is it?

Knowing how to teach reading in content areas should be required in secondary schools.	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4							
Only English teachers should be responsible for teaching reading in secondary schools.	4	4	1	1	1	1	4	4	4	4	4	4	4	1	4	4							

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A teacher who wants to improve students' interest in reading should show them that he or she likes to read.	4	4	4	2	4	4	4	4	4	4	4	4	4	4	4	4			I think we show students how to like reading by providing them with provocative, engaging text.		
Content teachers should teach content and leave reading instruction to reading teachers.	4	4	1	1	1	1	4	4	4	4	4	4	4	1	4	4					

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A content area teacher should be responsible for helping students think on an interpretive level as well as a literal level when they read.	3	4	4	4	3	3	4	4	3	4	4	4	3	3	4	4			The question then becomes—"How do teachers do this?"	
Content area teachers should feel a greater responsibility to the content they tech than to any reading instruction they may be able to provide.	2	4	2	1	1	2	4	4	3	4	4	4	4	2	4	4			If students can't read the content well, teachers don't have a chance of covering all the standards.	

Content area teachers should help students learn to set a purpose for reading.		4	4	4	4	4	4	4	4	4	4	4	4	4	4	4				See my article in Ed. Leadership, Oct. 2005		
Every content area teacher should teach students how to read materials in his or her content specialty.	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4						
Reading instruction in secondary schools is a waste of time.	4	4	1	1	1	1	4	4	4	4	4	4	4	1	4	4			"waste of time" was highlighted and "(See comment below.)" was written next to it.		Literacy instruction needs to continue, but it looks differently for older students than it does for the little guys.		

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Content area teachers should be familiar with theoretical concepts of the reading process.	2	4	4	2	3	3	4	4	2	4	4	3	3	3	4	4		They need to be aware of how they make sense of their content.	"theoretical concepts" is circled and a ? is written next to it.
Overall, this instrument includes concepts that are important in determining a teacher's overall attitude toward content area reading.	3	4	4	3	4	4	4	4											

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After reading each of the items included in the instrument, do think anything was left out of the instrument? If so, please explain what you would include.	Rater 1: The instrument purports to assess attitudes toward content area reading. However, virtually every item (with the exception of #8) addresses a "belief" about content area reading. If the attitude of interest is the predisposition to approach or to avoid content area reading, and if attitudes are composed of beliefs, emotional responses and behaviors, there should be more statements that deal with behavior and emotional responses toward content area reading. (examples might be: "I'm excited by my prospect of helping students become more effective readings of my subject," or " I will make every effort to help students in my class become more effective readers of my subject."
	Rating 2: I'm not picking up on anything missing. If you find that is the case, I would like to see the final version. It looks complete and the questions seem varied if you are looking for attitudes with content area teachers who are not reading teachers. What grade levels is this survey geared toward?
	Rater 3: You might include something that relates to the strategic nature of reading. For example, you might address the fact that there are research-validated strategies, such as students generating questions about what they read, writer-based summaries, self-generated elaborations, and organizing strategies.
	Rater 4: See comments in the margins.
	Rater 5:
	Rater 6: They could evaluate their knowledge of content reading skills—any training.
	Rater 7:
	Rater 8: Maybe it would be important develop items that assess teachers' attitude toward background knowledge and schema theory. :
Do you have any other comments?	Rater 1: No.
	Rater 2: # 14 "waste of time" is leading and teachers who feel that way may disagree, even if they don't really feel that way, because the terminology has a negative connotation. The teacher may not want to truthfully respond. One way to phrase it could be, "Reading instruction is not time well spent, (or …useful, …necessary, …worthwhile). With that being said, I've met a few people who really do feel it's a waste of time and don't mind saying so!
	Rater 3: No.
	Rater 4: Aimee, I have a copy of this. If you have questions about what I wrote, feel free to call me. Good luck with your study. You are doing important work. Best,
	Rater 5:
	Rater 6:
	Rater 7:
	Rater 8: Overall, the instrument strongly focus on important concepts in content area reading.

Item and Item Number	% correctly categorized	This item measures an important best practice in an online distance learning environment				This item measures an important student attitude toward an online course.				This item is clear and understandable.			
		Rating of each item (reported by %)				Rating of each item (reported by %)				Rating of each item (reported by %)			
		1	2	3	4	1	2	3	4	1	2	3	4
Items Measuring Course Interaction													
1. I receive feedback from the instructor as often as I need to.	100	0	0	20	80	20	20	20	40	0	0	40	60
2. I interact with the instructor as often as I need to.	60	0	0	20	80	0	20	40	60	0	0	40	60
3. The instructor encourages me to learn more.	80	0	0	80	20	0	0	60	40	0	0	40	60
4. I like to share information and ideas with other learners.	20	20	0	60	20	0	0	40	60	0	20	20	60
5. T he class size is appropriate for general discussion.	60	20	20	20	40	0	40	40	20	0	20	60	20
6. Interacting with others helps me learn more.	60	0	0	60	40	0	40	20	40	0	0	40	60
7. I understand the course content.	0	0	0	40	60	20	0	20	60	0	20	20	60
8. I can get help to understand the course content.	80	0	0	0	100	0	0	20	80	0	0	40	60
9. The content of discussions among learners helps me learn more.	80	0	0	20	80	0	20	0	80	0	0	20	80
Items Measuring Course Structure													
10. I believe the online course syllabus is well presented.	100	0	0	20	80	0	20	40	40	0	0	40	60
11. I believe assignments are reasonable.	80	0	0	60	40	0	0	60	40	0	20	40	40
12. I believe grading criteria are clear.	100	0	0	20	80	0	20	20	60	0	0	0	100
13. I am able to access course material anytime.	0	0	0	60	40	0	20	60	20	0	0	40	60
14. I can actively participate in the learning process.	20	0	0	20	80	0	20	40	40	0	0	40	60
15. I believe course materials meet my needs.	80	0	0	80	20	0	0	80	20	0	0	60	40

Items Measuring *Learner Autonomy*													
16. I am able to direct my own learning.	100	0	20	60	20	0	40	40	20	0	40	20	40
17. I am able to find library resources for my study.	20	0	20	60	20	0	20	80	0	0	20	20	60
18. I am able to complete assignments on time.	80	0	0	60	40	0	20	60	20	0	0	60	40
19. I like to learn at my own pace.	100	0	20	40	40	0	0	20	80	0	0	40	60
20. I like to actively participate in group discussions.	60	0	20	40	40	0	0	40	60	0	20	0	80
21. I appreciate the instructor's contribution to this course.	0	0	20	60	20	0	0	40	60	0	0	60	40
22. I feel that discussion with other learners is a vital part of the learning experience.	40	0	20	20	60	0	0	20	80	0	0	40	60
Items Measuring *Interface*													
23. I believe the Internet provides an efficient way for interactive learning.	80	0	20	60	20	0	20	40	40	0	20	40	40
24. I believe all aspects of the online course are well presented.	0	0	20	0	80	0	20	20	60	0	20	20	60
25. The Internet enhances my interest in learning.	80	0	60	40	0	0	20	80	0	0	0	100	0
26. I believe the Internet provides a good learning environment.	60	0	40	40	20	0	20	40	40	0	0	80	0
27. I am able to access technical support easily.	100	0	20	20	60	0	0	40	60	0	0	60	40

Overall Rating of Instrument (reported by %)				
	1	2	3	4
Overall, this instrument reflects best practices in an online distance learning environment.	0	0	20	40
Overall, this instrument rates important student attitudes toward an online course.	0	20	0	40

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APPENDIX L

Instrument used to Establish Content Validity for Huang Survey

Instructions: I am trying to establish the usefulness of the following instrument for determining the perceptions students hold toward an online course they have participated in. Please bold the category—described below—to which each question most closely conforms. Then, rate each item for the degree to which it reflects best practices in an online distance learning environment by bolding your response to each statement below. Additionally, if you have any comments, please include them. Thank you for taking the time to complete this form. Your insight is very valuable to me in this process.

Please use these descriptions to determine the category that best describes each item.
Course Interaction—focuses on interaction between students and/or the teacher.
Course Structure—focuses on the course design, including content and course requirements.
Learner Autonomy—focuses on the student's role as a learner in the course
Interface—focuses on the technology used to deliver, teach, and learn in the course

1.   I receive feedback from the instructor as often as I need to.

- Choose the category that best describes this item (refer to the definitions of the categories above):

Course interaction   Course Structure   Learner Autonomy   Interface

- This item measures an important best practice in an online distance learning environment.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

- This item measures an important student attitude toward an online course.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

- This item is clear and understandable.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

2.   I interact with the instructor as often as I need to.

- Choose the category that best describes this item (refer to the definitions of the categories above):

Course interaction   Course Structure   Learner Autonomy   Interface

- This item measures an important best practice in an online distance learning environment.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

- This item measures an important student attitude toward an online course.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

- This item is clear and understandable.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

3.   I receive feedback from the instructor as often as I need to.

•   Choose the category that best describes this item (refer to the definitions of the categories above):

. Course interaction   Course Structure   Learner Autonomy   Interface

•   This item measures an important best practice in an online distance learning environment.
    4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

•   This item measures an important student attitude toward an online course.
    4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

•   This item is clear and understandable.
    4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

4.   I interact with the instructor as often as I need to.

•   Choose the category that best describes this item (refer to the definitions of the categories above):

. Course interaction   Course Structure   Learner Autonomy   Interface

•   This item measures an important best practice in an online distance learning environment.
    4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

•   This item measures an important student attitude toward an online course.
    4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

•   This item is clear and understandable.
    4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

5.   The instructor encourages me to learn more.

•   Choose the category that best describes this item (refer to the definitions of the categories above):

. Course interaction   Course Structure   Learner Autonomy   Interface

•   This item measures an important best practice in an online distance learning environment.
    4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

•   This item measures an important student attitude toward an online course.
    4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

•   This item is clear and understandable.
    4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

6.   I like to share information and ideas with other learners.

- Choose the category that best describes this item (refer to the definitions of the categories above):

. Course interaction   Course Structure   Learner Autonomy   Interface

- This item measures an important best practice in an online distance learning environment.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

- This item measures an important student attitude toward an online course.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

- This item is clear and understandable.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

7.   The class size is appropriate for general discussion.

- Choose the category that best describes this item (refer to the definitions of the categories above):

. Course interaction   Course Structure   Learner Autonomy   Interface

- This item measures an important best practice in an online distance learning environment.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

- This item measures an important student attitude toward an online course.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

- This item is clear and understandable.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

8.   Interacting with others helps me learn more.

- Choose the category that best describes this item (refer to the definitions of the categories above):

. Course interaction   Course Structure   Learner Autonomy   Interface

- This item measures an important best practice in an online distance learning environment.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

- This item measures an important student attitude toward an online course.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

- This item is clear and understandable.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

9. I understand the course content.

- Choose the category that best describes this item (refer to the definitions of the categories above):

  Course interaction   Course Structure   Learner Autonomy   Interface

- This item measures an important best practice in an online distance learning environment.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

- This item measures an important student attitude toward an online course.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

- This item is clear and understandable.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

10. I can get help to understand the course content.

- Choose the category that best describes this item (refer to the definitions of the categories above):

  Course interaction   Course Structure   Learner Autonomy   Interface

- This item measures an important best practice in an online distance learning environment.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

- This item measures an important student attitude toward an online course.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

- This item is clear and understandable.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

11. The content of discussions among learners helps me learn more.

- Choose the category that best describes this item (refer to the definitions of the categories above):

  Course interaction   Course Structure   Learner Autonomy   Interface

- This item measures an important best practice in an online distance learning environment.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

- This item measures an important student attitude toward an online course.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

- This item is clear and understandable.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

12.   I believe the online course syllabus is well presented.

- Choose the category that best describes this item (refer to the definitions of the categories above):

. Course interaction   Course Structure   Learner Autonomy   Interface

- This item measures an important best practice in an online distance learning environment.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

- This item measures an important student attitude toward an online course.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

- This item is clear and understandable.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

13.   I believe assignments are reasonable.

- Choose the category that best describes this item (refer to the definitions of the categories above):

. Course interaction   Course Structure   Learner Autonomy   Interface

- This item measures an important best practice in an online distance learning environment.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

- This item measures an important student attitude toward an online course.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

- This item is clear and understandable.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

14.   I believe grading criteria are clear.

- Choose the category that best describes this item (refer to the definitions of the categories above):

. Course interaction   Course Structure   Learner Autonomy   Interface

- This item measures an important best practice in an online distance learning environment.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

- This item measures an important student attitude toward an online course.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

- This item is clear and understandable.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

15.   I am able to access course material anytime.

- Choose the category that best describes this item (refer to the definitions of the categories above):

Course interaction   Course Structure   Learner Autonomy   Interface

- This item measures an important best practice in an online distance learning environment.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

- This item measures an important student attitude toward an online course.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

- This item is clear and understandable.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

16.   I can actively participate in the learning process.

- Choose the category that best describes this item (refer to the definitions of the categories above):

Course interaction   Course Structure   Learner Autonomy   Interface

- This item measures an important best practice in an online distance learning environment.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

- This item measures an important student attitude toward an online course.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

- This item is clear and understandable.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

17.   I believe course materials meet my needs.

- Choose the category that best describes this item (refer to the definitions of the categories above):

Course interaction   Course Structure   Learner Autonomy   Interface

- This item measures an important best practice in an online distance learning environment.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

- This item measures an important student attitude toward an online course.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

- This item is clear and understandable.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

18.   I am able to direct my own learning.

- Choose the category that best describes this item (refer to the definitions of the categories above):

. Course interaction   Course Structure   Learner Autonomy   Interface

- This item measures an important best practice in an online distance learning environment.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

- This item measures an important student attitude toward an online course.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

- This item is clear and understandable.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

19.   I am able to find library resources for my study.

- Choose the category that best describes this item (refer to the definitions of the categories above):

. Course interaction   Course Structure   Learner Autonomy   Interface

- This item measures an important best practice in an online distance learning environment.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

- This item measures an important student attitude toward an online course.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

- This item is clear and understandable.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

20.   I am able to complete assignments on time.

- Choose the category that best describes this item (refer to the definitions of the categories above):

. Course interaction   Course Structure   Learner Autonomy   Interface

- This item measures an important best practice in an online distance learning environment.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

- This item measures an important student attitude toward an online course.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

- This item is clear and understandable.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

21.   I like to learn at my own pace.

- Choose the category that best describes this item (refer to the definitions of the categories above):

. Course interaction   Course Structure   Learner Autonomy   Interface

- This item measures an important best practice in an online distance learning environment.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

- This item measures an important student attitude toward an online course.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

- This item is clear and understandable.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

22.   I like to actively participate in group discussions.

- Choose the category that best describes this item (refer to the definitions of the categories above):

. Course interaction   Course Structure   Learner Autonomy   Interface

- This item measures an important best practice in an online distance learning environment.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

- This item measures an important student attitude toward an online course.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

- This item is clear and understandable.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

23.   I appreciate the instructor's contribution to this course.

- Choose the category that best describes this item (refer to the definitions of the categories above):

. Course interaction   Course Structure   Learner Autonomy   Interface

- This item measures an important best practice in an online distance learning environment.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

- This item measures an important student attitude toward an online course.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

- This item is clear and understandable.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

24. I feel that discussion with other learners is a vital part of the learning experience.

- Choose the category that best describes this item (refer to the definitions of the categories above):

. Course interaction   Course Structure   Learner Autonomy   Interface

- This item measures an important best practice in an online distance learning environment.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

- This item measures an important student attitude toward an online course.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

- This item is clear and understandable.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

25. I believe the Internet provides an efficient way for interactive learning.

- Choose the category that best describes this item (refer to the definitions of the categories above):

. Course interaction   Course Structure   Learner Autonomy   Interface

- This item measures an important best practice in an online distance learning environment.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

- This item measures an important student attitude toward an online course.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

- This item is clear and understandable.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

26. I believe all aspects of the online course are well presented.

- Choose the category that best describes this item (refer to the definitions of the categories above):

. Course interaction   Course Structure   Learner Autonomy   Interface

- This item measures an important best practice in an online distance learning environment.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

- This item measures an important student attitude toward an online course.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

- This item is clear and understandable.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

27.   The Internet enhances my interest in learning.

- Choose the category that best describes this item (refer to the definitions of the categories above):

. Course interaction   Course Structure   Learner Autonomy   Interface

- This item measures an important best practice in an online distance learning environment.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

- This item measures an important student attitude toward an online course.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

- This item is clear and understandable.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

28.   I believe the Internet provides a good learning environment.

- Choose the category that best describes this item (refer to the definitions of the categories above):

. Course interaction   Course Structure   Learner Autonomy   Interface

- This item measures an important best practice in an online distance learning environment.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

- This item measures an important student attitude toward an online course.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

- This item is clear and understandable.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

29.   I am able to access technical support easily.

- Choose the category that best describes this item (refer to the definitions of the categories above):

. ☐Course interaction   ☐Course Structure   ☐Learner Autonomy   ☐Interface

- This item measures an important best practice in an online distance learning environment.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

- This item measures an important student attitude toward an online course.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

- This item is clear and understandable.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

30.   Overall, this instrument reflects best practices in an online distance learning environment.

- Choose the category that best describes this item (refer to the definitions of the categories above):

Course interaction   ☐Course Structure   Learner Autonomy   Interface

- This item measures an important best practice in an online distance learning environment.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

- This item measures an important student attitude toward an online course.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

- This item is clear and understandable.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

Overall, this instrument rates important student attitudes toward an online course.

- Choose the category that best describes this item (refer to the definitions of the categories above):

Course interaction   Course Structure   Learner Autonomy   Interface

- This item measures an important best practice in an online distance learning environment.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

- This item measures an important student attitude toward an online course.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

- This item is clear and understandable.
  4= Strongly Agree   3=Agree   2=Disagree   1=Strongly Disagree

After reading each of the items included in the instrument, do think anything was left out of the instrument? If so, please explain what you would include. _____

Do you have any other comments? _____

APPENDIX M

Complete Content Validity Results for Huang Survey with Experts' Comments

Rater	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Item	Choose the category that best describes this item					This item measures an important best practice in an online distance learning environment					This item measures an important student attitude toward an online course.					This item is clear and understandable.				
I receive feedback from the instructor as often as I need to.	CI	CI	CI	CI	CI	3	4	4	4	4	3	4	4	2	1	4	4	3	4	3
I interact with the instructor as often as I need to.	LA	CI	CI	CI	LA	3	4	4	4	4	3	4	4	2	3	4	4	3	4	3
The instructor encourages me to learn more.	LA	CI	CI	CI	CI	3	3	3	3	4	3	3	4	3	4	3	3	4	4	4
I like to share information and ideas with other learners.	LA	LA	CI	CS	LA	3	3	4	1	3	3	3	4	4	4	2	3	4	4	4
T he class size is appropriate for general discussion.	CI	CI	CI	CS	CS	1	3	4	2	4	2	3	3	2	4	3	3	3	2	4
Interacting with others helps me learn more.	LA	LA	CI	CI	CI	3	4	4	3	3	2	4	3	2	4	3	4	4	3	4
I understand the course content.	CS	CS	LA	N/A	CS	4	4	4	3	3	4	4	4	1	3	2	4	3	4	4
I can get help to understand the course content.	CI	CI	LA	CI	CI	4	4	4	4	4	4	4	4	3	4	3	4	3	4	4
The content of discussions among learners helps me learn more.	LA	CI	CI	CI	CI	3	4	4	4	4	4	4	4	2	4	4	4	4	4	3
I believe the online course syllabus is well presented.	CS	CS	CS	CS	CS	3	4	4	4	4	3	4	4	2	3	3	4	3	4	4
I believe assignments are reasonable.	CS	CS	LA	CS	CS	3	4	3	4	3	3	4	4	2	3	3	4	3	4	4
I believe grading criteria are clear.	CS	CS	CS	CS	CS	4	4	4	4	3	4	4	4	2	3	4	4	4	4	4
I am able to access course material anytime.	I	I	I	LA	I	3	3	3	4	4	3	3	4	2	3	3	3	4	4	4
I can actively participate in the learning process.	I	LA	CI	CS	I	3	4	4	4	4	3	4	3	2	4	3	4	3	4	4

Rater	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
I believe course materials meet my needs.	CS	CS	CS	I	CS	4	3	3	3	3	4	3	3	3	3	3	3	3	4	4
I am able to direct my own learning.	LA	LA	LA	LA	LA	3	2	4	3	3	3	2	3	2	4	2	2	4	4	3
I am able to find library resources for my study.	I	I	I	LA	CS	2	3	3	4	3	3	3	3	2	3	2	3	4	4	4
I am able to complete assignments on time.	CS	LA	LA	LA	LA	4	3	3	3	4	4	3	3	2	3	3	3	3	4	4
I like to learn at my own pace.	LA	LA	LA	LA	LA	4	3	4	2	3	4	3	4	4	4	3	3	4	4	4
I like to actively participate in group discussions.	LA	CI	CI	LA	LA	3	4	4	2	3	3	4	4	4	3	2	4	4	4	4
I appreciate the instructor's contribution to this course.	CI	CI	CI	N/A	CI	3	4	3	2	3	3	4	4	4	3	3	4	3	4	3
I feel that discussion with other learners is a vital part of the learning experience.	LA	CI	CI	CS CI	LA	3	4	4	2	4	3	4	4	4	4	3	4	4	3	4
I believe the Internet provides an efficient way for interactive learning.	LA	I	I	I	I	4	3	2	3	3	4	3	2	3	4	2	3	4	3	4
I believe all aspects of the online course are well presented.	CS	CS	CS	CS	CS	4	4	4	4	2	4	4	4	3	2	4	4	3	4	2
The Internet enhances my interest in learning.	LA	I	I	I	I	2	3	2	2	3	3	3	2	3	3	3	3	3	3	3
I believe the Internet provides a good learning environment.	CS	I	CS	I	I	3	3	2	2	4	3	3	2	4	4	3	3	3	3	

I am able to access technical support easily.	I	I	I	I	I	4	3	4	2	4	4	3	4	3	4	3	3	4	3	4
Rater			**1**					**2**					**3**					**4**		**5**
Overall, this instrument reflects best practices in an online distance learning environment.								4					4					3		
Overall, this instrument rates important student attitudes toward an online course.								4					4					2		

After reading each of the items included in the instrument, do think anything was left out of the instrument? If so, please explain what you would include	**Rater 1:** Something to do with hours of employment? Self rating of computer technology knowledge? Do you want to know gender and age?
	Rater 2: When answering about the category, usually I had a gut feeling right from the question, but then if I thought about it, I said I could see it falling into another category. For instance, discussions are obviously interactive, however, the instructor has to build discussion into the course structure. But, I just answered with what came to mind first. I think that the instrument does reflect best practices in an online learning environment. I have watched students take online courses and I am working to develop some at work, and the questions measure important aspects about students' perceptions of online courses. I disagreed with the directing my own learning question, because I am not sure what you meant by directing my own learning. Does it have to do with the pace of the course, or he structure of the course?
	Rater 3: I think you probably covered this base, but my big hang up with online courses is that the criteria that they use to produce a grade is very "fluffy." The courses I have taken sometimes rely on multiple choice and fill in the blank type responses which don't even begin to determine, or reveal, what was learned. I even lost some points on "timed" onlined tests because I hit the forward button before I selected my response and lost those points. I like this format but I am often disappointed by the assessments used.
	Rater 4: It was not clear enough that students were judging a specific course they had recently completed. When judging the effectiveness of a course, I think you should have items that address that clarity of the material presented and the expectations for students, the variety of approaches used to present the material to be used to present the material learned, the extent to which the learning activities engaged the learner, the extent to which the lessons stayed focused on the outcomes to be achieved, and the extent to which the students perceived that they were experiencing success during the lessons. If you are assessing attitudes toward the course, you might focus on beliefs about the quality of the instruction, emotional responses to the activities and instruction (likes and dislikes), and behavioral intentions toward similar courses in the future (e.g., "I would enroll in another online course if I thought it would be like this one.")
	Rater 5: Are you talking about a course run by Blackboard or a course face to face online (Internet 2) course or both?
Do you have any other comments?	**Rater 4:** Overall, I thought the instrument assessed beliefs about some of the best practices in an online course. To be honest, it could have been more focused. I was not able to identify a consistent underlying theory about effective instruction. I did not view this set of items an effective measure of student attitudes toward an online course they had recently completed.

Complete Content Validity Results for Second Section of Interview

Rater	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Item	This item measures an important concept in content area reading.					This item is clear and understandable.					Comments				
Are you using content area of reading? If no… have you decided to use it and set a date to begin use?	4	4	3	4	4	4	4	2	4	4					
During a typical lesson, do your students read any text?	4	4	4	4	4	4	4	4	4	4					
How do you prepare them to read the text, whether it is in class or for homework?	4	4	4	4	4	4	3	3	4	4					
What are some specific things that you might do to help them prepare for reading a text?	4	4	4	4	4	4	4	4	4	4					
What activities do your students engage in while they are actually reading?	4	4	4	4	4	4	4	3	4	4	Like what? Shared reading, guided reading, group discussions?				
Are there any specific examples of activities that they might engage in while they are reading?	4	4	4	4	4	4	4	4	4	4					
After your students have read a text, in a class or for homework, do you provide them with activities that allow them to reflect on or use the reading materials?	4	4	4	4	4	4	3	3	4	4	Yes, should have these things				
What are some examples of activities that might allow them to reflect on or use what they have read?	4	4	4	4	4	4	3	4	4	4					
What type of grouping do you use in your classroom? (individual, small group, whole group, etc.)	4	4	4	4	4	4	4	4	4	4					

What are some activities that you used to allow your students to interact with one another?	4	4	4	4	4	4	4	4	4	4					
Do you use resources other than your textbook?	4	4	4	4	4	4	4	4	4	4					
What other resources do you use?	4	4	4	4	4	4	4	4	4	4					

After reading each of the items included in the instrument, do think anything was left out of the instrument? If so, please explain what you would include.	Rater 1:
	Rating 2:
	Rater 3: I do not know your research questions, but research tells us the quality of strategy instruction is very important. For example, we know that a substantial amount of time has to be committed to instruction. We also know that students must practice strategies with authentic texts and tasks. We know that the texts and tasks must be challenging and complex. We know effective strategy instruction must be explicit and direct. Finally, we know that students must receive specific instructor feedback on their practice attempts to use a particular strategy. These issues of instructional quality may go far beyond the focus of your research.
	Rater 4: No
	Rater 5: This is a very useful instrument and the items are quite clear.
Do you have any other comments?	Rater 1: Your questions were thorough and will allow for many varied responses.
	Rater 2:
	Rater 3:
	Rater 4: No
	Rater 5: Great job.

APPENDIX O

Complete Content Validity Results for IC Component Checklist

Rater	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Item	This item measures an important component that comprises content area reading.					These are the likely variations in how this component may appear in the classroom.					This item is clear and understandable.				
Purpose-Setting	4	4	4	4	4	4	4	3	4	4	4	4	4	4	3
Prior Knowledge	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3
Vocabulary Knowledge	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3
Reads Text	4	4	4	4	4	4	4	3	4	4	4	4	4	4	3
Text Organization	4	4	3	4	4	4	3	3	4	4	4	4	4	4	3
Metacognitive Strategies	4	4	4	4	4	4	3	4	4	4	4	4	4	4	4
Reorganization of Materials	4	4	3	3	2	4	3	3	4	3	4	4	4	4	2
Writing	4	4	4	4	4	4	4	4	4	4	4	4	4	4	3
Social Interaction	4	4	3	4	4	4	3	3	4	4	4	4	4	4	3
Discussion	4	4	4	4	4	4	3	3	4	4	4	4	4	4	4

After reading each of the items included in the instrument, do think anything was left out of the instrument? If so, please explain what you would include.	**Rater 1:** Good components—All of these should be used in content reading.
	Rater 2:
	Rater 3: Comparison of post-knowledge to prior—summarize, test, class review
	Rater 4: No
	Rater 5: I did not see a specific indicator for post-reading strategies. Did the instrument include them in the discussion question or others?

Do you have any other comments?	**Rater 1:**
	Rater 2:
	Rater 3:
	Rater 4:
	Rater 5: I found the wording of "Center of Lesson" confusing. I determined that the instrument must be referring to whom initiates the reading. In addition, I was not sure of the terminology of "Reorganization of Materials" I felt that the other instrument was stronger and would be a better indicator as well as give more in-depth knowledge (referring to the interview questions).

Training and Coding Packet for Qualitative Data

The Effect of an Online content area Reading Course on the Attitudes of Pre-Service and In-Service Social Studies Teachers

Aimee L Alexander-Shea

Introduction

Purpose

Change is a constant force that occurs in all aspects of life. In education, change often comes in the form of a new innovation. One innovation that has been available for decades is content area reading. Unfortunately, although it has been shown to be an effective way of teaching students how to gather, synthesize, analyze, and evaluate information, teachers have typically resisted using content area reading in their classrooms.

Participants in this study have taken a mandatory college course about how to integrate content area reading in the social studies classroom and some are currently teaching. A number of these participants voluntarily agreed to be interviewed. The purpose of the interview was to measure three facets of change that most people experience: 1) the participant's stages of concern, 2) the participant's levels of use of content area reading, and 3) the innovation configurations employed by the participant. Each of these components will be described in detail in the designated section of this packet.

Overview of Materials Included in this Packet

This packet consists of Seven sections. The first section, *Introduction*, provides you with a brief rationale for the interviews and an overview of the included materials. The next three sections offer you a definition for the specified change component, coding guidelines for that component, charts with specific information to help you as you code, and sample interview excerpts that should be used to practice coding. The fifth section, *Sample Interview,* contains an interview conducted with a business technology teacher who uses content area reading, but who has not taken the mandatory college course. This interview provides a final practice for coding. The sixth section offers extra coding practices that can be used if more practice is needed. The final section provides answer keys for all of the practices contained in this training packet.

Note of Thanks

Coding data can be an arduous process. Although it takes a lot of work, this type of data analysis can provide insight that may not be obtained in any other way. Thank you for your commitment and your time as you take on this process!

Determining
Stages of Concern
From
Open-Ended Statements
of Concern

Determining Stages of Concern

Stages of Concern Defined

One measurement of change deals with the user's perception of the innovation, attitude toward it, and feelings about it. Seven stages of concern have been defined that describe these affective reactions users have toward an innovation. This measurement considers the personal aspects of change and the individuals involved in change, rather than a wide-scale view of change.

In order to determine individual user's stages of concern, participants in this study completed an *Open Ended Statement of Concern*, in which they were asked to explain the concerns they had about content area reading in the social studies. Since change occurs over time, participants may have expressed concerns from a range of levels. You may notice several separate stages of concern appearing within a single statement. This is common and has been dealt with by separating each thought with parentheses. Each individual thought expressed within the statement will be independently judged.

Following the coding instructions, you will find a table that provides a description and examples of remarks that are typically associated with each stage of concern. Please use this table as you evaluate each participant's stages of concern.

Coding Instructions for Stages of Concern

1. Code responses to each *Open Ended Statement of Concern* using *Table 1: Stages of Concern*.

2. Label each unit of thought with the number that describes that stage of concern expressed in the unit of thought.

3. If the stage of concern that is expressed in a unit of thought is unclear, label the unit of thought with the stage that you think best describes the thought and write a question mark after the stage number.

4. Incomplete thoughts or sentences should not be scored.

Note: Each concern is broken into separate units using parentheses. Each unit of thought may be expressed in one or more sentences. If a unit of thought is expressed in more than one sentence, the main thought will be expressed in one sentence, and other related sentences will further explain the main thought.

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Explanation of Open-Ended Statements of Concern

0 Awareness	Description: Participant expresses little concern about or involvement with content reading.
Example Responses:	
I don't know what is involved in using content reading.	
I don't have any concerns about content reading.	
My only concern is that faculty will be evaluated on their use of content reading.	
1 Informational	Description: Participant has a general awareness of content reading and is interested in learning more about it. The participant is interested in learning about major aspects of content reading, such as general characteristics, effects, and requirements for use.
Example Responses:	
There is a lot I don't know about content reading, but I am trying to learn as much as I can.	
I'm very interested in using content reading so I'm looking for whatever help I can find. I really don't know as much as I'd like.	
I'm looking for any support I can find that might help me use content reading in my class.	
I have signed up for a content reading training called CRISS because I heard it will give me more information about how to use this in my class.	
2 Personal	Description: Participant seems unsure about the demands of using content reading, his/her ability to adequately meet the demands of using content reading, or his/her role when using content reading. There may be concerns about the rewards used in the organization with regard to using content reading, decision making, and possible conflicts within the organization or conflicts with personal beliefs. Concerns about status in relation to the perceptions of using content reading may be expressed.
Example Responses:	
I'm worried that I won't be able to pull it off.	
I'm worried that I won't have any say over how I use content reading in my class.	
I'm worried about what my colleagues will think about my use of content reading.	
I'm concerned about how I will have to change my teaching when I use content reading. How will I be able to bring in all of the different parts of content reading?	
I don't know if I'm on board with content reading. What if I can't make it work?	
I think the school district is putting a lot of pressure on teachers to use content reading, even if they don't understand how to use it or have any support.	
I'm not sure I'm ready to use content reading in my classroom.	
3 Management	Description: Participant focuses on the tasks and processes associated with using content reading, as well as how to best use information and resources. Common issues in this stage are efficiency, organization, management, schedules, and time constraints.
Example Responses:	
I am concerned that I spend more time on teaching the students how to use strategies than on teaching my content. Managing content reading requires…	
I am concerned about how to manage groups.	
I'm concerned about finding enough time to use content reading the way I'd like to use it.	
My concerns about content reading are the same concerns always I have about teaching—I'm worried about having enough time to plan my lessons.	
I'm concerned because it isn't easy to adjust my lessons to fit content reading into my course materials.	

Explanation of Open-Ended Statements of Concern

4 Consequence	Description: Participant considers how content reading impacts the students that he/she works with. Concerns center around the relevance of content reading to students, and assessing student outcomes in order to maximize them.
Example Responses: I am concerned about using content reading so that it helps students improve their FCAT scores. I'm concerned that content reading may need to be adjusted so that struggling students get as much benefit from using it as other students. I am interested in getting feedback from my students about using content reading strategies in my class. I am concerned about how I can make content reading more about critical thinking and less like busy work so that my students are getting the most from it. I am concerned about using content reading in my social studies classes in a way that my students will be able to achieve their potential. As I am using content reading, I am concerned about how I can present new information in ways that help students relate to them. I am concerned that some of the tasks used with content reading are too large and may discourage students. I am trying to find ways to break tasks into smaller units so that students don't become discouraged or overwhelmed.	
5 Collaboration	Description: Participant coordinates his/her use of content reading with others.
Example Responses: I would like to begin using content reading within my teaching team. I think it would be more effective if all of the teachers were using it in their classrooms. I am concerned about how the teachers and administration in my school view content reading. I think there needs to be more collaboration between faculty if we are going to make it effective in our school. I'm interested in having a team effort when we work with content reading, regardless of the subject it's being used in. I am concerned about how I can encourage content reading integration throughout my department. There needs to be some coordination of content reading in our school so that the teachers are all on the same page.	
6 Refocusing	Description: Participant expresses that they have used content reading to its fullest extent and is now focusing on making major changes to content reading or finding alternative programs that will replace content reading. Definitive ideas about how content reading will be modified are discussed.
Example Responses: Although I think content reading is effective, I think it is not effective enough. I would like to try_____ instead. I am concerned about working with my colleagues as we use content reading because we think it would be better if we stopped using content reading and started using... As I use content reading, I find it necessary to find new and fresh approaches. If I don't continually look for ways to update content reading, I find that we get bored.	

In the left hand column are sample responses to Open-Ended Statements of Concern. Each separate thought is placed in parentheses. In the right hand column, write the stage you feel is best described by each statement. Each example is scored and explained in the last section of this packet.

Example 1 (I don't have enough time to get organized everyday.) (I don't feel like I have enough planning and preparation time.) (I'm overwhelmed.) (I find that it takes a lot of time to prepare the graphic organizers and to figure out how to use them. I have to create them on the computer and work through them myself before using them in class so that I know they will be effective in the classroom.) **Example 2** (I'm concerned that using content reading is going to be expected in my school, but I won't have any say in how I use it.) (I'm not sure about how I feel about integrating another subject into my classes.) (I think that we often change things that are working in the classroom and we don't consider what the students think about it or listen to what they say.) **Example 3** (Right now I'm trying to build on the success I've had with content reading. I want to go further than content reading.) (I am thinking about incorporating another innovation into my class, such as service learning. This will help my students connect with social studies in a way that content reading cannot.) **Example 4** (So far my county hasn't said that we have to use content reading in social studies classes, so I haven't really thought about it much.) (I'm not really sure what has to happen before content reading can be put in place in a classroom.) (It seems like it's just another way to make the teachers do more.) **Example 5** (I know how content reading can help students across all subjects and grades. If it is going to be effective, though, all of the teachers in the school need to use content reading, and we need to begin collaborating.) (I feel like I need to coordinate some of the efforts that teachers in my department are making to use content reading. We need to work together more.) **Example 6** (I am concerned that by using content reading in small groups, the stronger students will end up doing all of the work. This will be a disadvantage to struggling students.) (Since so many teachers in my school are using content reading, I am concerned that the students are being given the same graphic organizers over and over again, and they will lose their effectiveness.) (I'm worried that they will start to see it as boring busy work.) **Example 7** (I need to learn more about content reading.) (I don't feel like the in-services give enough practical suggestions for how to use content reading in the classroom.) (I've had the chance to watch an English lesson that used content reading, but I am interested in seeing how a social studies teacher would use it.) **Example 8** (Many components) (Ducking responsibility) (Effective integration)	

(Teaching too much)
Example 9
(I have many concerns about using content reading, including my ability to pull it off.)
(I know of a few other teachers who have tried it and had a lot of trouble managing their time. They couldn't finish their curriculum by the end of the year. What if that happens to me?)
(I'm also concerned that it will take a lot of prep work, which will make my job that much more demanding.)
(I can't figure out how I will schedule all of the activities in a single class period.)

Example 10
(I wonder if any of this will matter in the end. Will this have an impact on my students' FCAT scores?)
(I am so busy trying to fit all of the reading strategies into my class, I have not had time to worry about what I am supposed to be teaching.)
(Recently, my principal started to do reading strategy observations. I know she said they were not supposed to be used to evaluate me, but I'm concerned that they might be.)
(I still don't feel comfortable using content reading in my class. I always wonder if I'm doing it right.)

Example 11
(First of all, I don't really want to learn about content reading.)
(However, I am afraid that if I don't start learning more about it and using it in my class, it will look bad.)
(I'm reluctant to start using content reading because it takes a lot of work.)
(I really don't see the benefit to my students.)

Example 12
(If we spend all of our time teaching reading, how are we supposed to ever get to the social studies?)
(I have a big problem with making social studies teachers responsible for teaching reading. Why don't the English teachers do it, like they are supposed to?)
(I think it takes time away from the topics we are supposed to be covering.)
(I also don't think it's fair that I have to do more work.)
(And, for what? What are my students going to learn from this? How to fill out more worksheets?)

Example 13
(I'm concerned about it encroaching on my other lesson planning, how to fit all of it in.)
(I'm also concerned that since it's not my expertise, I will have a hard time implementing it.)
(I'm not sure I understand it well enough to do it in my class.)
(I am worried about how long it will take me to teach the students how to use this before we can get going with the content.)

Example 14
(I'm concerned that I'm the only one who's using the strategies.)
(How much of an impact will all of this have if no one else in my school's on board?)
(I also have some concerns that my administrators are not convinced that I should be using it.)
(If I'm the only one, how will I find support?)

Example 15
(My subject isn't on the FCAT. So, why should I have to teach content area reading?)
(I have a variety of levels of students and am concerned about how to accommodate them with this approach.)
(I'm concerned about what the students will think about doing this type of work. Is it beneath them?

Determining Levels of Use from Interviews

Determining Levels of Use

Levels of Use Defined

Levels of Use (LoU) are eight distinct levels that describe the behavior of the user of an innovation (refer to Table 2). LoU range from not knowing about or using it, to learning more about it, to managing difficulties as a novice, to improving student outcomes by working with peers or replacing the innovation.

LoU only describe behaviors that the user exhibits. However, this measurement does not attempt to explain reasons for the behavior. Moreover, LoU does not provide information about the user's beliefs, attitudes, emotions, or motivations for behaving in a certain manner. This measure only aims at describing the behaviors that the user is engaged in as they make decisions about using, become an expert, and look for ways to improve their use of content area reading. As a coder, you are being asked to determine interview participants' self-reported LoU.

Guidelines for Determining *Overall* Level of Use using Levels of Use Interview Flowchart

1. The information in the section entitled "Background Information" does not need to be coded.

2. Use the Interview Flowchart (Figure 1) to help you establish the participant's overall Level of Use as described in the interview section labeled "Levels of Use Questions."

3. Mainly use information from the section labeled "Levels of Use Questions", but information from any part of the interview may be considered when determining the **overall LOU** reported.

4. Determine level of use conservatively. In other words, if the rater is deciding between two levels of use, you should note the discrepancy. However, the lowest level of use should be chosen.

5. Stay focused on content reading, even if the user talks about another innovation or other methods that are being used.

Figure 1: Levels of Use Interview Flowchart
Used to find Level of Use in the interview section labeled "Levels of Use Questions."

Are you using content area reading?

Yes=LoU 3, 4a, 4b,

No=LoU 0, 1, 2

What kinds of changes are you making in your use of content area reading?

Have you decided to use content area reading and set a date to begin using it?

Impact-oriented= LoU 4b, 5, 6

Nothing unusual

User-oriented

3

Yes

No=LoU 0, 1

2

Are you currently looking for information about content area reading?

Are you coordinating your use of content area reading with other teachers, including another not in your original group of users

4a

Yes=LoU 5,

No=LoU

Yes

No

Are you planning or exploring making major modifications or replacing content area reading?

1

0

No

No

Yes

5

4 b

6

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Determining Levels of Use

Guidelines for Determining Levels of Use Reported Throughout Interview

1. Using *Table 2: Levels of Use,* code each of the participant's separate responses for LoU that appear under the interview section entitled "Innovation Configuration Questions." Each separate response in this section is labeled, "Participant."

2. Determine level of use conservatively. In other words, if the rater is deciding between two levels of use, you should note the discrepancy. However, the lowest level of use should be chosen.

3. If a response is not describing a behavior, the response cannot be scored with a LoU rating. In that case, please write "—" next to the response.

4. If the response describes behaviors that would be considered traditional teaching (e.g., lecturing), rate the response as non-use, or level 0.

5. Stay focused on content reading, even if the user talks about innovations or methods that are not related to content area reading.

6. Do not consider the reported amount of time spent using content reading as a factor in determining levels of use.

Table 2: Levels of Use
Used to find Level of Use in the interview section labeled "Innovation Configuration Questions."

LOU	Definition	Range of People in the Category	Typical Responses
0 Non-use	User has: 1. no knowledge or limited knowledge of content area reading. 2. no involvement with content area reading. 3. no intention of learning more or using content area reading.	1. Never heard of content area reading. 2. Has some information about content area reading, but isn't considering using. 3. Is a past user of content area reading, but has stopped using it.	1. I don't think I will be using content reading in my classroom. 2. I'm not looking to start anything new. 3. I'm not using content area reading, and I don't intend to. 4. I've heard about content area reading. I just don't really want to learn any more.
1 Orientation	User is: 1. actively searching for more information about content area reading. 2. considering the value and demand of content area reading.	1. Gathered information (read, attended trainings, etc.), and is considering implication of use. 2. Has had a lot of exposure to content area reading, and has considered the implications; Currently deciding if content area reading should be used.	1. There is a lot of controversy in my school over content reading. It seems to help the kids, but I'm not sure it's worth the hassle. I'm still looking into it. 2. I've observed a class that uses a lot of reading strategies. Right now I'm trying to figure out how it would fit into a social studies class. 3. There is a lot of talk about how content reading helps students do better in all of their classes. I don't want to teach another subject in my social studies class, but I am trying to see how other teachers in my department are handling it. 4. I'm not convinced that content reading is a good approach to education. From what I know, it seems to detract from the curriculum. However, I am trying to keep an open mind and learn all I can, since this is such a big initiative.
2 Preparation	User is: 1. preparing to start using content area reading. 2. setting a date to begin.	1. Has set a date to begin use, but doesn't know much about what is required to begin. 2. Has prepared for use of content area reading and set a date to implement it.	1. I attended a CRISS workshop a few weeks ago. I'm still trying to figure it all out right now. I am planning to start using the strategies next school year. 2. My principal has been doing observations based on content reading, so I have to start using it right away, even though I don't feel completely prepared. 3. I have been doing a lot of preparation on my own and my department has been sharing ideas for using content reading. My department head has asked us to start using reading strategies in our classrooms within the next month. I will probably start using it within the next week.

Table 2: Levels of Use
Used to find Level of Use in the interview section labeled "Innovation Configuration Questions."

3 Mechanical Use	User is: 1. actively using content reading. 2. concerned with logistics and management issues that have a personal impact on the user. 3. Focused on mastering steps or tasks involved in implementation. 4. not yet fully proficient. 5. engaged in disjointed and superficial use of content reading. 6. not yet reflective or considering impact on students. 7. not always articulate about their use because they are still figuring out how to use it.	1. Overwhelmed by use of content reading and is in survival mode; Short-term planning is common. 2. Becoming proficient in use of content reading, but is still making changes to their use so that their role is easier.	1. I'm still trying to figure out how to use small groups. Last time I used them there were a lot of problems. Preparing roles for each student seems like it might help, but it also seems like it will take a lot of time. I'm still trying to figure it all out. 2. Using reading in my class seems to take a lot of time. I have to make the graphic organizers, explain them, work through them with my students. By the time I do all of that, the period is over. I think I may introduce one of two and use those over and over so they take less time. 3. I've asked others about their opinions. Mostly, I'm hearing positive feedback about what I'm doing, but I still don't feel like I'm doing everything that I should. I'm still trying to fine tune some things, like discussions. They take a lot of preparation and if I'm not leading them, then the students tend to get off track. 4. It seems like using reading strategies in my class has been working fine. I am still trying to get used to letting the students do the work instead of telling them exactly what they need to know. I guess I'm trying to figure out my new role.
4 a Routine	User is: 1. stable in the use of content reading. 2. implementing few, if any, changes to their use of content reading. 3. not trying to improve the use of content reading (either because a recent change has been implemented and they are evaluating the effects or they have been using it for a long time and have grown stagnant). 4. not needing extensive preparation as they use content-reading.	1. Settled in a routine with very little or no change in use. 2. Only variations occur as a part of the established routine; these changes have happened before and will continue to happen (e.g., "Throughout the week, students are paired with the person who sits next to them. Every Friday, though, the students get to choose their partner.")	1. This is the second year that I've used content reading. There are certain graphic organizers that I use. They seem to work well, so I'm not planning on changing those. I also think that teaching vocabulary by having the students relate it to their lives works well. I'll probably keep doing that, too. 2. There are some changes I'd like to make if I had more time, but for now, what we're doing is working fine. 3. I am happy with how things are running this year. I don't think I want to change anything about how I'm using content reading right now.

Table 2: Levels of Use

Used to find Level of Use in the interview section labeled "Innovation Configuration Questions."

4 b Refinem ent	User is: 1. changing their use of content-reading in order to positively impact the students. 2. basing changes on formal or informal evaluations (i.e, personal observations, FCAT scores, etc.) 3. considering short-term and long-term impact on students.	1. Evaluating and assessing detailed information about student outcomes so a change can be made in the students' best interests. 2. Continuously evaluating and changing the use of content reading to benefit the students.	1. Right now I'm trying to figure out a way to help the students see the graphic organizers as more than just busy work. They should be engaged in higher level thinking, but all I see is that they are copying right from the book. 2. I have been asking my students how they feel about different parts of content reading. I'm keeping the things that seem to work, and we are working together to improve the things that don't. 3. I have been giving quizzes to my students after we use different components of content reading. These quizzes help me evaluate my students' understanding of concepts, which tells me if that component was effective. I have made some changes to content reading based on the outcomes of these quizzes.
5 Integrati on	User: 1. collaborates with another teacher, or changes use of content reading based on input from another teacher (who were not in the original implementation group, which may have consisted of only the individual user, or may have included other teachers initially involved with the user.) 2. is involved in a cooperative effort to makes changes that benefit the students. 3. is actually collaborating with others beyond their original group, but is not simply giving out or collecting information, or asking for advise about improving use of content reading.	1. Determining with other teachers, how to improve the outcomes of students they share. 2. Implementing systematic changes to the use of content reading with other teachers to benefit the students they have in common.	1. When I started teaching at this school I teamed up with the English teacher and we reinforced what the other was doing in the classroom with content reading. Last semester we started to work with the math teacher as we used content reading so that the students really have an integrated curriculum. 2. This year I started to work with a resource teacher. She has been coming into my class to model how to improve my use of content reading. I was using it before, but now I am becoming more effective and my students are benefiting more. 3. Last year I used content reading in my classroom, but I did it on my own. This year there has been a push in our team to start working together. We have been looking for ways to use content reading across the subjects and make it more meaningful for our students.

Table 2: Levels of Use

Used to find Level of Use in the interview section labeled "Innovation Configuration Questions."

6 Renewal	User is: 1. planning to replace content reading with another innovation. 2. planning to make major changes to content reading. 3. restructuring or replacing content reading, not just expanding the use of it.	1. Searching for alternative resources or programs that will replace or significantly alter content reading. 2. Searching for resources that may be added to content reading so that it is changed in ways that will improve and broaden the impact of its use.	1. I am interested in finding new resources that can be included in my instruction when I use content reading. The strategies that I am using now are okay, but there must be something else that's more effective. Right now I am searching for something new. 2. I think I am going to combine my use of content reading with another innovation I'm using. They seem to be complimentary, but the other innovation tends to meet the students' need better than content reading. 3. You know that adoptions come and go. We've seen it a hundred times. It seems like my principal is looking into a new innovation that could replace content reading. I have started doing my own research on it and may start trying it out soon.

Practices for Coding Levels of Use: 1-20

In the left hand column are sample excerpts from interviews. In the right hand column, write the Level of Use you feel is best described by each statement. Note: There may be other stages that fit the statement. This practice provides a likely choice.

Sample Interview Excerpt	LOU
1) I'm trying to find out how reading strategies work if a school hasn't given support for content reading. I've been reading about using reading strategies because I'm considering using them, but I don't know if I want to use content reading as a whole.	
2) I'm reading some materials I came upon and I'm going to be attending a professional conference to find out more about alternative programs for help students reading across the content areas, find out what the pros and cons are, and see if the other programs are effective overall.	
3) I've developed some very effective reading strategies that work well in social studies and I've given them to another social studies teacher who is also using content reading. She has been giving me ideas about how to manage my time better so that I can get through the curriculum I teach.	
4) I've gone to a few workshops about using content reading, but I still don't have enough information to start using it in my classroom next fall. I'm still looking for information about how reading fits into social studies.	
5) Of course, I plan on a daily and weekly basis, but right now I'm thinking more about what changes I'm going to make next year. I have been observing the students and looking at classroom tests and their standardized test scores. I'm going to use this information to figure out what's working for them and what's not. Some things I know I will change next year are…	
6) I know how other schools are using content reading. I have also observed a school that has started a new program that teams teachers as they use learning strategies. After seeing this school's program in action and seeing the different ways these other schools are using content reading, I'm convinced that our school needs to make some big changes to the way we use content reading.	
7) I feel a little frustrated with content area reading. I feel like I spend more time preparing for a lesson than I do actually teaching a lesson.	
8) I am very interested in the data we have been collecting about our students' performance. Our principal brought in a consultant to work with our team and she showed us ways that we could evaluate the progress of our students. We have been using standardized tests, informal observations, and brief interviews with the students to figure out the direction we should be heading in.	
9) As far as content reading is concerned, I haven't made any plans for using it.	
10) I was recently involved in a discussion with the director of social studies in our district. We discussed the way that content area reading is being used in my department at school. We discussed possibly implementing some new techniques that other schools have used that seem to be more effective.	
11) I know this may sound terrible, but I just don't know anything about content area reading except that my principal really wants everyone to use it.	
12) I have been working on getting everything ready for when I first use content reading. I have made copies of the graphic organizers I am going to use, highlighted key vocabulary that I want to work with, and I've broken my regular lessons into parts so That I am sure to work on prior knowledge and reflection.	
13) I have been working with my department head on planning a pilot program that focuses on integrating technology and Internet research with content reading. This would be a big change to the current use of content reading at my school because we have never taught the students how to critically analyze what they see on websites.	

Practices for Coding Levels of Use: 1-20

14) I am familiar with what my students need to be successful in my class. I used content area reading last year and covered all of my content, so that's what I'll do this year. I know what my students need to know over the course of the year, and I know what I need to teach every week to get them to that point.	
15) I am trying to find out about how to increase higher level thinking skills in students as they use reading strategies. Although they enjoy using the reading strategies, I know that there must be some things I can do to help them get more from them. I have been searching for information online and I have read a few journal articles.	
16) A teacher who is very experienced in using content reading has just joined our team. Since most of the teachers in our team are using content reading, we have all been working together to improve what we are doing in our classrooms. We talk about what we do, and if someone has a suggestion that worked for them, we all try it.	
17) I've decided not to change what I did last year with content reading. It worked well, so why reinvent the wheel?	
18) I've decided to start using content reading at the beginning of next school year. I wanted enough time to get ready for it.	
19) I'm thinking about how content reading could negatively impact my classes. I think it may take away too much time from what I'm actually supposed to be teaching. I also think the students may see it as busy work.	
20) Last week, I was teaching one of the lessons I taught to my students last year. My first class seemed to be bored. So, instead of teaching the same lesson to my next class, I broke them into small groups and asked them to come up with a way to teach the material. Each group came up with at least one creative approach. I'm going to use their ideas next time I teach this material.	

Determining
Innovation Configurations
from
Interviews

Determining Innovation Configurations

Innovation Configurations Defined

Often when new programs are evaluated for their effectiveness, the overall success of the program is determined without consideration to how each individual user is actually implementing the program. Innovation Configurations provide a way to consider the variations of the program that each individual user employs. For example, while one teacher may use small groups often, another may only use whole group instruction. Innovation Configurations provide insight into how each teacher is using the various components of content reading in the classroom.

To measure innovation configurations, a checklist is used that provides all of the critical components comprising content area reading. As a coder, you are being asked to record the ways that the participant reports using each component.

Coding Instructions for Innovation Configurations

1. In the section of the interview entitled "Innovation Configuration Questions," look for all of the components mentioned and the ways that the participant reports implementing the component in each of the participant's separate responses, labeled "Participant." (You might want to note on the interview where the component was found.)

2. As you find the components used, complete the IC Component Checklist by placing a check next to all of the boxes that describe how the participant reports using the components of content area reading.

3. If the component is not used or no there is no information about the component, please check the "No Information" or "Not Used" box.

4. Use a separate IC Component Checklist for each interview.

Short Sample Interview 1

Sample Interview 1	IC Notes
Interviewer: During a typical lesson, do you students read any text?	
Participant: Yes.	
Interviewer: How do you prepare them to read text?	
Participant: I give them the page numbers and we look at the title together. Then I give them a list of questions that they should try to answer as they read. Sometimes I will group them together and ask them to do something with the materials.	
Interviewer: Do you help them access their prior knowledge?	
Participant: Sometimes I do. I try to have a short activity that reviews old material or considers how the material is related to something in the news. The problem is time. I don't usually have enough time to do much with prior knowledge.	
Interviewer: Do you assign activities during reading?	
Participant: I do this mostly by giving them a list of questions to answer. I haven't really gotten into any other activities yet. I just don't have the time.	
Interviewer: Do you use activities that help them reflect on the lesson?	
Participant: Of course, I use reflection. I like to use discussions in my class. I usually do this in the form of debates. I break the students in to small groups, give them a side to research, and then after we prepare, we debate. It doesn't always go smoothly, but it's getting better. I also have them write a short summary of what they've learned. This helps them make the connections between the materials that are more implicit.	
Interviewer: Do you teach vocabulary?	
Participant: You know, I usually have them do the vocabulary activities in the chapter. I know they need to know the words, but I just haven't found a better way to have them exposed to the words.	

IC Component Checklist for Short Sample Interview 1

Critical Component	Center of Lesson Check all that apply	Grouping Check all that apply	Activity Check all that apply	Other Check all that apply	Graphic Organizer Check all that apply
Purpose-Setting ☐Not Used ☐ No Information	☐Teacher ☐Student	☐Individual ☐Pairs ☐Small Groups ☐Whole Group	☐Explanation ☐Modeling ☐Activity		☐Used ☐Not used
Prior Knowledge ☐Not Used ☐ No Information	☐Teacher ☐Student	☐Individual ☐Pairs ☐Small Groups ☐Whole Group	☐Explanation ☐Modeling ☐Activity		☐Used ☐Not used
Vocabulary Knowledge ☐Not Used ☐ No Information	☐Teacher ☐Student	☐Individual ☐Pairs ☐Small Groups ☐Whole Group	☐Explanation ☐Modeling ☐Activity	☐Definitional ☐Contextual ☐Knowledge Beyond Definition & Context	☐Used ☐Not used
Reads Text ☐Not Used ☐ No Information	☐Teacher ☐Student	☐Individual ☐Pairs ☐Small Groups ☐Whole Group	☐Aloud ☐Silently	☐In class ☐At home	☐Used ☐Not used
Text Organization ☐Not Used ☐ No Information	☐Teacher ☐Student	☐Individual ☐Pairs ☐Small Groups ☐Whole Group	☐Models ☐Identifies		☐Used ☐Not used
Metacognitive Strategies ☐Not Used ☐ No Information	☐Teacher ☐Student	☐Individual ☐Pairs ☐Small Groups ☐Whole Group	☐Explanation ☐Modeling ☐Activity		☐Used ☐Not used
Reorganization of Materials ☐Not Used ☐ No Information	☐Teacher ☐Student	☐Individual ☐Pairs ☐Small Groups ☐Whole Group	☐Explanation ☐Modeling ☐Activity		☐Used ☐Not used
Writing ☐Not Used ☐ No Information	☐Teacher ☐Student	☐Individual ☐Pairs ☐Small Groups ☐Whole Group	☐Explanation ☐Modeling ☐Activity	☐Open-ended journal ☐Summary ☐Authentic task ☐Prompt	☐Used ☐Not used

IC Component Checklist for Short Sample Interview 1

Social Interaction ❑Not Used ❑ No Information	❑Teacher ❑Student	❑Individual ❑Pairs ❑Small Groups ❑Whole Group	❑Explanation ❑Modeling ❑Activity	❑Activity ❑Project/assignment ❑Discussion ❑Unstructured	❑Used ❑Not used
Discussion ❑Not Used ❑ No Information	❑Teacher ❑Student	❑Individual ❑Pairs ❑Small Groups ❑Whole Group	❑Explanation ❑Modeling ❑Activity	❑Guided by structured activity ❑Guided by questions ❑Guided by both ❑Unguided	❑Used ❑Not used

Short Sample Interview 2

Interviewer: During a typical lesson, do you students read any text?

Participant: I usually have them read for homework.

Interviewer: Before you assign the reading for homework, how do you prepare them to read text?

Participant: The readings I assign are usually based on what we've done in class, so they have some background knowledge about it from the class. We've gone over the key concepts and talked about the vocabulary. Usually I give them the words and definitions. They seem to catch on fairly well.

Interviewer: Do you set a purpose?

Participant: Well, I assign it. That seems to be purpose enough. I think they have a good idea about what I expect without making this a big part of our day.

Interviewer: Do you assign activities for them to do while they are reading?

Participant: Well, I do have them complete activities sometimes. Of course they have to do these on their own. Often, I give them a graphic organizer, such as an incomplete outline. This helps them look for the important information. I have also used concept definition maps and semantic maps. I like to give these for homework because they take so much class time to complete.

Interviewer: Do you use activities that help them reflect on the lesson?

Participant: I love to use RAFTs. I think they help the students take on different perspectives, which is difficult to do in middle school. I also have them write in a reflective journal.

Interviewer: Do you use discussions?

Participant: Well, I just don't think discussions are very effective. I've tried them, but I don't really use them anymore because they just don't work. I do use questioning sometimes, though. I let the students come up with questions to ask each other. I usually do this in pairs or small groups.

IC Component Checklist for Short Sample Interview 2

Critical Component	Center of Lesson Check all that apply	Grouping Check all that apply	Activity Check all that apply	Other Check all that apply	Graphic Organizer Check all that apply
Purpose-Setting ❑Not Used ❑ No Information	❑Teacher ❑Student	❑Individual ❑Pairs ❑Small Groups ❑Whole Group	❑Explanation ❑Modeling ❑Activity		❑Used ❑Not used
Prior Knowledge ❑Not Used ❑ No Information	❑Teacher ❑Student	❑Individual ❑Pairs ❑Small Groups ❑Whole Group	❑Explanation ❑Modeling ❑Activity		❑Used ❑Not used
Vocabulary Knowledge ❑Not Used ❑ No Information	❑Teacher ❑Student	❑Individual ❑Pairs ❑Small Groups ❑Whole Group	❑Explanation ❑Modeling ❑Activity	❑Definitional ❑Contextual ❑Knowledge Beyond Definition & Context	❑Used ❑Not used
Reads Text ❑Not Used ❑ No Information	❑Teacher ❑Student	❑Individual ❑Pairs ❑Small Groups ❑Whole Group	❑Aloud ❑Silently	❑In class ❑At home	❑Used ❑Not used
Text Organization ❑Not Used ❑ No Information	❑Teacher ❑Student	❑Individual ❑Pairs ❑Small Groups ❑Whole Group	❑Models ❑Identifies		❑Used ❑Not used
Metacognitive Strategies ❑Not Used ❑ No Information	❑Teacher ❑Student	❑Individual ❑Pairs ❑Small Groups ❑Whole Group	❑Explanation ❑Modeling ❑Activity		❑Used ❑Not used
Reorganization of Materials ❑Not Used ❑ No Information	❑Teacher ❑Student	❑Individual ❑Pairs ❑Small Groups ❑Whole Group	❑Explanation ❑Modeling ❑Activity		❑Used ❑Not used
Writing ❑Not Used ❑ No Information	❑Teacher ❑Student	❑Individual ❑Pairs ❑Small Groups ❑Whole Group	❑Explanation ❑Modeling ❑Activity	❑Open-ended journal ❑Summary ❑Authentic task ❑Prompt	❑Used ❑Not used

IC Component Checklist for Short Sample Interview 2

Social Interaction ☐Not Used ☐ No Information	☐Teacher ☐Student	☐Individual ☐Pairs ☐Small Groups ☐Whole Group	☐Explanation ☐Modeling ☐Activity	☐Activity ☐Discussion ☐Project/assignment ☐Unstructured	☐Used ☐Not used
Discussion ☐Not Used ☐ No Information	☐Teacher ☐Student	☐Individual ☐Pairs ☐Small Groups ☐Whole Group	☐Explanation ☐Modeling ☐Activity	☐Guided by structured activity ☐Guided by questions ☐Guided by both ☐Unguided	☐Used ☐Not used

Short Sample Interview 3

Sample Interview 3	Notes
Interviewer: During a typical lesson, do you students read any text?	
Participant: I always have my students read the text in class. I start in the front and each student must read a section aloud.	
Interviewer: Before they begin reading, do you prepare them to read the text?	
Participant: I will usually briefly tell them what the text is going to talk about. I have given them bell work that relates to the readings. They will complete it by themselves in the beginning of class. This gets the ready to read.	
Interviewer: Can you give me an example of a bell work activity you might give them?	
Participant: Sometimes I have them look up definitions of a list of words they might see. I have also given them a picture or map and asked them a question about it.	
Interviewer: Do these types of activities help bring out prior knowledge?	
Participant: I think so. It helps them figure out what kind of material we will be working with that day. We don't really talk about the bell work before we begin, but I think they really get it.	
Interviewer: Does the bell work set a purpose?	
Participant: Not really. I don't think that step is necessary.	
Interviewer: Do you assign activities for them to do while they are reading?	
Participant: Well, since they are reading out loud, there isn't much they can do. However, if they are reading for homework, sometimes I'll have them answer questions afterwards.	
Interviewer: Do you use activities that help them reflect on the lesson?	
Participant: We always do activities afterwards. I have a lot of great worksheets that go along with the readings. These worksheets have questions that really get at the heart of the subject.	
Interviewer: Do you use discussions?	

Short Sample Interview 3

Participant: No. I really just stick to the basics in here. Reading, answering questions, taking notes when we finish reading. Things like that.	

IC Component Checklist for Short Sample Interview 3

Critical Component	Center of Lesson Check all that apply	Grouping Check all that apply	Activity Check all that apply	Other Check all that apply	Graphic Organizer Check all that apply
Purpose-Setting ❑Not Used ❑ No Information	❑Teacher ❑Student	❑Individual ❑Pairs ❑Small Groups ❑Whole Group	❑Explanation ❑Modeling ❑Activity		❑Used ❑Not used
Prior Knowledge ❑Not Used ❑ No Information	❑Teacher ❑Student	❑Individual ❑Pairs ❑Small Groups ❑Whole Group	❑Explanation ❑Modeling ❑Activity		❑Used ❑Not used
Vocabulary Knowledge ❑Not Used ❑ No Information	❑Teacher ❑Student	❑Individual ❑Pairs ❑Small Groups ❑Whole Group	❑Explanation ❑Modeling ❑Activity	❑Definitional ❑Contextual ❑Knowledge Beyond Definition & Context	❑Used ❑Not used
Reads Text ❑Not Used ❑ No Information	❑Teacher ❑Student	❑Individual ❑Pairs ❑Small Groups ❑Whole Group	❑Aloud ❑Silently	❑In class ❑At home	❑Used ❑Not used
Text Organization ❑Not Used ❑ No Information	❑Teacher ❑Student	❑Individual ❑Pairs ❑Small Groups ❑Whole Group	❑Models ❑Identifies		❑Used ❑Not used
Metacognitive Strategies ❑Not Used ❑ No Information	❑Teacher ❑Student	❑Individual ❑Pairs ❑Small Groups ❑Whole Group	❑Explanation ❑Modeling ❑Activity		❑Used ❑Not used
Reorganization of Materials ❑Not Used ❑ No Information	❑Teacher ❑Student	❑Individual ❑Pairs ❑Small Groups ❑Whole Group	❑Explanation ❑Modeling ❑Activity		❑Used ❑Not used
Writing ❑Not Used ❑ No Information	❑Teacher ❑Student	❑Individual ❑Pairs ❑Small Groups ❑Whole Group	❑Explanation ❑Modeling ❑Activity	❑Open-ended journal ❑Summary ❑Authentic task ❑Prompt	❑Used ❑Not used

IC Component Checklist for Short Sample Interview 3

Social Interaction ❑Not Used ❑ No Information	❑Teacher ❑Student	❑Individual ❑Pairs ❑Small Groups ❑Whole Group	❑Explanation ❑Modeling ❑Activity	❑Activity ❑Discussion ❑Project/assignment ❑Unstructured	❑Used ❑Not used
Discussion ❑Not Used ❑ No Information	❑Teacher ❑Student	❑Individual ❑Pairs ❑Small Groups ❑Whole Group	❑Explanation ❑Modeling ❑Activity	❑Guided by structured activity ❑Guided by questions ❑Guided by both ❑Unguided	❑Used ❑Not used

Long Sample Interview

Long Sample Interview—Levels of Use

	Ratings
<u>Background</u> **Interviewer:** Would you please tell me what you are currently doing in your teaching career? **Participant:** I teach business technology in high school. **Interviewer:** Okay, what grade level do you teach in high school? **Participant:** All. **<u>Levels of Use Questions</u>** **Interviewer:** In your classes are you using content area reading? **Participant:** Yes. **Interviewer:** So whenever you use content area reading, have you implemented any changes? **Participant:** Well, yeah. We can't just read the straight textbook. I teach technical courses and they read technical manuals. So, I pull in a lot of articles from relevant computer magazines now. Sometimes the textbook is outdated. **Interviewer:** So, you mean you supplement your materials? **Participant:** Yes. **Interviewer:** Do you collaborate with other teachers in your school? **Participant:** No. **Interviewer:** And are you planning or exploring making modifications to the content area reading? **Participant:** I don't know what else there is. So, no.	

Long Sample Interview—Levels of Use

<u>Innovation Configurations Questions</u>	
Interviewer: During a typical lesson do your students read any text? **Participant:** Yes. **Interviewer:** And how do you structure your reading, for example, what kind of grouping do you use, who reads, is it aloud or silently? **Participant:** We do both. We work in pairs. We work in groups. We'll do it aloud as a large group. We read in small groups. It just depends on the activity that's paired with the reading. **Interviewer:** So, can you give me examples of situations you would be reading in different ways? **Participant:** I might be introducing something new, so I might bring in an article that talks about a new topic. We might it aloud. I would start and then we'd rotate. Or, we might be comparing technologies, because there are a bunch of different approaches to things, like in web design. There might be two experts that approach web design very differently, so since some of the classes might be smaller, I may have two separate groups read two opposing articles with the idea that they would summarize and present the recommended approach to the web design. Then we would have a class discussion. **Interviewer:** How do you prepare them to read the text? **Participant:** We might just get into an initial conversation about finding out what they know as a larger group, or doing a think pair share. Sometimes there are some background concepts that need to be to get into the new topic, so I need to be sure they're ready. **Interviewer:** What are some other specific things that you might do to prepare them for reading a text? **Participant:** I mean when I give them the homework, I tell them a fascinating story. Usually with technology, usually there is something relevant in their lives. A new technology or feature may have come out. There is usually buzz about that and we talk about it. For example in web design, if we were going to get into some of the higher level HTML, we'd go out and tour some of the websites that use some of the	

Long Sample Interview—Levels of Use

technology that we are going to be reading about or working with over the next few days. So, if we are going to work with Flash, we're going to go out and see some really interesting Flash intros, on like Nike.com.

Interviewer: What activities do your students engage in while they're actually reading?

Participant: A lot of times I use graphic organizers. I want them to be engaged in their reading, not just going through it mindlessly. I want them to be thinking about it. I don't want them to read some lengthy text without delving into it deeply. I usually chunk it and then have them do something. A lot of times the texts I find them are Internet resources, you know, articles online.

Interviewer: Can you give me some examples of graphic organizers you might have them working with as they're reading?

Participant: We'll do concept maps and two-column notes. I have used a structured outline, where I plug some of the outline in for them and they search for the remaining information. I've used concept definition maps when we are looking at new terms because that helps them develop their vocabulary. I've used Venn Diagrams to compare alternative technologies.

Interviewer: Do you use metacognitive strategies or anything that helps them think about what they are thinking when they read?

Participant: The graphic organizers I use help develop Metacognitive thinking because they can't complete them if they don't understand what they are reading.

Interviewer: Is there any way you have them reorganize the information?

Participant: I had a really interesting activity where I wrote the concepts on a piece of paper. I had them organize them graphically. What they were doing is demonstrating a process flow. If they were familiar enough with what they read, they could put those steps into a flow order. I do activities like this to be sure they can see the processes in a format that is different from what they see in the textbooks and

Long Sample Interview—Levels of Use

articles.

Interviewer: After your students have read a text in class or for homework, do you provide them with activities that allow them to reflect on the materials?

Participant: Yeah. We would do reflective writing activities. I use class discussions, too.

Interviewer: What are some examples of how you would use writing?
Participant: Reflective journaling, sometimes. I have used RAFTs. Sometimes we do debates. I did a debate and included a graphic organizer with it. The graphic organizer had them give supports for each side of issue. Sometimes I use discussion to introduce a lesson and find out what the students already know. And, you know a lot of what I teach there is not a best way. It is design approaches, so we'll get into debates. The students will need to present a position on a design approach and back that up with supporting details from recent lessons.

Interviewer: What type of grouping do you typically use in your classroom?

Participant: I use all types of grouping, individuals, pairs, small groups, the whole class. It depends on the lesson. Some of my classes are fairly small, so I might have only 12 people. It can make for a pretty lively whole group discussion.

Interviewer: Other than what you just described, when would you use different types of grouping?

Participant: We sometimes do a think-pair-share. That would just be a two-minute, turn to the person next to you, kind of activity. I also do a lot of hands-on, lab-type activities. So, often it's with a partner or small group. I teach multiple levels of the same course, so often the pair includes a mentor, a student who's more advanced.

Interviewer: Do you use a textbook?

Participant: Yes, but we use a lot of outside materials including computer magazines and a lot of online resources.

Interviewer: Do you teach vocabulary?

Long Sample Interview—Levels of Use

Participant: Yes. A lot of it is conceptual, so I've used a lot of graphic organizers for the larger concepts. We'll do semantic mapping and concept of definition maps. The students get to pull from their collective background knowledge and often, as a small group, understand more than they realize. Then my job is to fill in the missing pieces and strengthen those connections. We often read about a concept. Since its highly technical stuff, we really have to break it down and talk about it in a way that's familiar to them. So we work a lot with the actual vocabulary in the subject.

Interviewer: Is there anything that you want to add?

Participant: Not that I can think of.

Interviewer: Thank you!

Participant: Well, thank you!

Long Sample Interview—Innovation Configurations

	Notes
<u>Background</u> **Interviewer:** Would you please tell me what you are currently doing in your teaching career? **Participant:** I teach business technology in high school. **Interviewer:** Okay, what grade level do you teach in high school? **Participant:** All. **<u>Levels of Use Questions</u>** **Interviewer:** In your classes are you using content area reading? **Participant:** Yes. **Interviewer:** So whenever you use content area reading, have you implemented any changes? **Participant:** Well, yeah. We can't just read the straight textbook. I teach technical courses and they read technical manuals. So, I pull in a lot of articles from relevant computer magazines now. Sometimes the textbook is outdated. **Interviewer:** So, you mean you supplement your materials? **Participant:** Yes. **Interviewer:** Do you collaborate with other teachers in your school? **Participant:** No. **Interviewer:** And are you planning or exploring making modifications to the content area reading? **Participant:** I don't know what else there is. So, no.	

Long Sample Interview—Innovation Configurations

Innovation Configurations Questions

Interviewer: During a typical lesson do your students read any text?

Participant: Yes.

Interviewer: And how do you structure your reading, for example, what kind of grouping do you use, who reads, is it aloud or silently?

Participant: We do both. We work in pairs. We work in groups. We'll do it aloud as a large group. We read in small groups. It just depends on the activity that's paired with the reading.

Interviewer: So, can you give me examples of situations you would be reading in different ways?

Participant: I might be introducing something new, so I might bring in an article that talks about a new topic. We might it aloud. I would start and then we'd rotate. Or, we might be comparing technologies, because there are a bunch of different approaches to things, like in web design. There might be two experts that approach web design very differently, so since some of the classes might be smaller, I may have two separate groups read two opposing articles with the idea that they would summarize and present the recommended approach to the web design. Then we would have a class discussion.

Interviewer: How do you prepare them to read the text?

Participant: We might just get into an initial conversation about finding out what they know as a larger group, or doing a think pair share. Sometimes there are some background concepts that need to be to get into the new topic, so I need to be sure they're ready.

Interviewer: What are some other specific things that you might do to prepare them for reading a text?

Participant: I mean when I give them the homework, I tell them a fascinating story. Usually with technology, usually there is something relevant in their lives. A new technology or feature may have come out. There is usually buzz about that and we talk about it. For example in web design, if we were going to get into some of the higher level HTML, we'd go out and tour some of the websites that use some of the technology that

Long Sample Interview—Innovation Configurations

we are going to be reading about or working with over the next few days. So, if we are going to work with Flash, we're going to go out and see some really interesting Flash intros, on like Nike.com.

Interviewer: What activities do your students engage in while they're actually reading?

Participant: A lot of times I use graphic organizers. I want them to be engaged in their reading, not just going through it mindlessly. I want them to be thinking about it. I don't want them to read some lengthy text without delving into it deeply. I usually chunk it and then have them do something. A lot of times the texts I find them are Internet resources, you know, articles online.

Interviewer: Can you give me some examples of graphic organizers you might have them working with as they're reading?

Participant: We'll do concept maps and two-column notes. I have used a structured outline, where I plug some of the outline in for them and they search for the remaining information. I've used concept definition maps when we are looking at new terms because that helps them develop their vocabulary. I've used Venn Diagrams to compare alternative technologies.

Interviewer: Do you use metacognitive strategies or anything that helps them think about what they are thinking when they read?

Participant: The graphic organizers I use help develop Metacognitive thinking because they can't complete them if they don't understand what they are reading.

Interviewer: Is there any way you have them reorganize the information?

Participant: I had a really interesting activity where I wrote the concepts on a piece of paper. I had them organize them graphically. What they were doing is demonstrating a process flow. If they were familiar enough with what they read, they could put those steps into a flow order. I do activities like this to be sure they can see the processes in a format that is different from what they see in the textbooks and articles.

Interviewer: After your students have read a text in class or for

Long Sample Interview—Innovation Configurations

homework, do you provide them with activities that allow them to reflect on the materials?

Participant: Yeah. We would do reflective writing activities. I use class discussions, too.

Interviewer: What are some examples of how you would use writing?
Participant: Reflective journaling, sometimes. I have used RAFTs. Sometimes we do debates. I did a debate and included a graphic organizer with it. The graphic organizer had them give supports for each side of issue. Sometimes I use discussion to introduce a lesson and find out what the students already know. And, you know a lot of what I teach there is not a best way. It is design approaches, so we'll get into debates. The students will need to present a position on a design approach and back that up with supporting details from recent lessons.

Interviewer: What type of grouping do you typically use in your classroom?

Participant: I use all types of grouping, individuals, pairs, small groups, the whole class. It depends on the lesson. Some of my classes are fairly small, so I might have only 12 people. It can make for a pretty lively whole group discussion.

Interviewer: Other than what you just described, when would you use different types of grouping?

Participant: We sometimes do a think-pair-share. That would just be a two-minute, turn to the person next to you, kind of activity. I also do a lot of hands-on, lab-type activities. So, often it's with a partner or small group. I teach multiple levels of the same course, so often the pair includes a mentor, a student who's more advanced.

Interviewer: Do you use a textbook?

Participant: Yes, but we use a lot of outside materials including computer magazines and a lot of online resources.

Interviewer: Do you teach vocabulary?

Participant: Yes. A lot of it is conceptual, so I've used a lot of graphic organizers for the larger concepts. We'll do semantic mapping and

Long Sample Interview—Innovation Configurations

concept of definition maps. The students get to pull from their collective background knowledge and often, as a small group, understand more than they realize. Then my job is to fill in the missing pieces and strengthen those connections. We often read about a concept. Since its highly technical stuff, we really have to break it down and talk about it in a way that's familiar to them. So we work a lot with the actual vocabulary in the subject. **Interviewer:** Is there anything that you want to add? **Participant:** Not that I can think of. **Interviewer:** Thank you! **Participant:** Well, thank you!	

IC Component Checklist for Long Sample Interview

Critical Component	Center of Lesson Check all that apply	Grouping Check all that apply	Activity Check all that apply	Other Check all that apply	Graphic Organizer Check all that apply
Purpose-Setting ❑Not Used ❑ No Information	❑Teacher ❑Student	❑Individual ❑Pairs ❑Small Groups ❑Whole Group	❑Explanation ❑Modeling ❑Activity		❑Used ❑Not used
Prior Knowledge ❑Not Used ❑ No Information	❑Teacher ❑Student	❑Individual ❑Pairs ❑Small Groups ❑Whole Group	❑Explanation ❑Modeling ❑Activity		❑Used ❑Not used
Vocabulary Knowledge ❑Not Used ❑ No Information	❑Teacher ❑Student	❑Individual ❑Pairs ❑Small Groups ❑Whole Group	❑Explanation ❑Modeling ❑Activity	❑Definitional ❑Contextual ❑Knowledge Beyond Definition & Context	❑Used ❑Not used
Reads Text ❑Not Used ❑ No Information	❑Teacher ❑Student	❑Individual ❑Pairs ❑Small Groups ❑Whole Group	❑Aloud ❑Silently	❑In class ❑At home	❑Used ❑Not used
Text Organization ❑Not Used ❑ No Information	❑Teacher ❑Student	❑Individual ❑Pairs ❑Small Groups ❑Whole Group	❑Models ❑Identifies		❑Used ❑Not used
Metacognitive Strategies ❑Not Used ❑ No Information	❑Teacher ❑Student	❑Individual ❑Pairs ❑Small Groups ❑Whole Group	❑Explanation ❑Modeling ❑Activity		❑Used ❑Not used
Reorganization of Materials ❑Not Used ❑ No Information	❑Teacher ❑Student	❑Individual ❑Pairs ❑Small Groups ❑Whole Group	❑Explanation ❑Modeling ❑Activity		❑Used ❑Not used
Writing ❑Not Used ❑ No Information	❑Teacher ❑Student	❑Individual ❑Pairs ❑Small Groups ❑Whole Group	❑Explanation ❑Modeling ❑Activity	❑Open-ended journal ❑Summary ❑Authentic task ❑Prompt	❑Used ❑Not used

IC Component Checklist for Long Sample Interview

Social Interaction ❑Not Used ❑ No Information	❑Teacher ❑Student	❑Individual ❑Pairs ❑Small Groups ❑Whole Group	❑Explanation ❑Modeling ❑Activity	❑Activity ❑Discussion ❑Project/assignment ❑Unstructured	❑Used ❑Not used
Discussion ❑Not Used ❑ No Information	❑Teacher ❑Student	❑Individual ❑Pairs ❑Small Groups ❑Whole Group	❑Explanation ❑Modeling ❑Activity	❑Guided by structured activity ❑Guided by questions ❑Guided by both ❑Unguided	❑Used ❑Not used

Extra Practices

Stages of Concern Practices: 16-25	
Example 16 (I'm a new teacher and really don't know anything about content area reading.) (I know my school is really into it, but I am worried that I will be just keeping my head above water. How am I going to pull this off while I'm just trying to get my feet wet?) (I guess I really need to find more information about it so I know what is expected of me.) **Example 17** (I'm a fairly new teacher and I'm worried about incorporating this into the curriculum that I'm teaching.) (I think it's unfair to mandate that all teachers use this in their classroom.) (In my new school it is expected, so it is adding a lot of time into my lesson planning.) **Example18** (I've used content reading successfully, but I'm the only one in my department doing so. I wonder how I might get everyone else to buy into this.) (I'm concerned with presenting this in a way that helps the students understand the material better.) (I really would like the rest of my department to think of content reading in this way, as well.) **Example 19** (I'm concerned about these activities seeming like they are just distractions from the main lesson.) (I'm interested in the students buying into the metacognitive approach. I'm worried that they won't see it as valuable.) (I am also worried that it may be difficult in my long-term planning to schedule everything that I need to schedule to cover this school year.) **Example 20** (Is CRISS and content reading the same thing?) (I'm signed up to take a CRISS training.) (I'm having a hard enough time meeting all of the standards. How can I be expected to use content reading, too?) **Example 21** (I don't usually do a lot of group work because of the student population I work with.) (This is going to really change how I run my classroom.) (How will my students react to this approach?) (How will it affect them?) **Example 22** (Here we go again. Another new approach to teaching. I wonder how long this one will last.) (I don't want to start using something that's not going to stick around.) (I personally don't think the students need anything to distract them from their real work.) **Example 23** (How can a school district mandate another requirement?) (It seems like every time I turn around, there's something else I have to do.) (I just want to teach social studies.) (I really don't care to learn anything about this reading stuff.) **Example 24** (I think this is fabulous because the students really connect all the dots.) (I am concerned that it hasn't not enough teachers are on board.) (The students really benefit, but if the teacher aren't working together, then I fear it really won't make much of an impact.) (Also, I have heard that there is a new program that may be on its way.) (I wonder if the teachers might buy into that more than into content reading.) **Example 25** (I've been using reading strategies since I first read about them in a journal article in a class I was taking. I think they are effective, but it seems they could be greatly improved upon.) (I don't think the students really get all they can out of them.) (I also wonder if they are worth the time and energy that I put into them.)	

Levels of Use Practices: 21-50

21) I have really tried to learn about content reading. Some of the things I have done to get information about it are talking to my colleagues, reading books, and attending informational sessions.	
22) Of course I've heard about content reading. I'm just not interested in finding anything else about it.	
23) I am exploring a lot of different programs right now. I am trying to find something that really sparks my students' love of learning.	
24) Working with other teachers to improve our use of content reading has really help me develop an understanding about how kids learn best and how we can work together to optimize their learning.	
25) I have talked to my department head about the possibility of using content reading in my social studies course. She seems to support it and has given me some information about it.	
26) Although reading the textbook in class ensures that the kids have read it, time is definitely a factor. I also have concerns about spending to much time filling out graphic organizers. So, I have been looking for a less time-intensive approach to teaching reading in social studies. I'm trying to figure out if there are advantages and disadvantages to these other approaches.	
27) I spend most of my time trying to iron out the problems and get ready for the next day. I'm changing things around so that the day goes smoother.	
28) Working with the teacher next door has gone smoothly so far. We have figured out some ways that we can reinforce what the other is doing.	
29) Last semester, my team began meeting with another team. We have changed some of the things that we do and we collaborate more now. The work we are doing is really helping our students.	
30) While I do talk with some of my fellow teachers about content area reading, it isn't for support. I'm not looking to learn anything new. What I'm doing is working fine. I'm really just having conversation.	
31) I'm planning on learning what I can about reading in social studies. When I've gotten more information, I plan to make a decision about whether or not I want to use it.	
32) I've gathered together what I've learned about content reading and I'm really trying to analyze what I need to know about it so that I can begin using it when the rest of my team begins.	
33) I have no idea what I am going to do with content reading for the rest of the year. Don't you think it's more important for me to know what I'm doing tomorrow?	
34) I have identified other teacher in the school who regularly use content area reading. I have been finding out all I can about what they are doing. Even though I have been using it for a while, this helps me come up with new ideas that work for my students. Some of them have even been giving me materials that I can use with my classes.	
35) I am meeting with some of the SLD teachers to write objectives for the students in my classes who are struggling. Since I have some students who are SLD, the SLD teachers and I are going to decide on some things we all want to do with these students that will help them achieve more.	
36) I do get some information on content reading. Usually, I see journal articles or online reports. But, honestly, I'm not really looking for new information. What I'm doing is working pretty well.	
37) I do know which reading strategies work best in my social studies classes. I also know what doesn't work, and I've found some ways to improve the less effective strategies.	
38) I've been reading a lot of information on the effects of reading strategies on students. What I really need to read is a book on how teachers can manage it better!	
39) The principal and assistant principal evaluate all of the teachers in our school on our use of content reading. It doesn't bother me.	
40) I know there is a big push for using content reading, but I just want to. I hear other teachers talking about it, but I'm not using it and I don't plan on using it.	
41) I'm too busy getting my bearings straight. This is my first year teaching and I'm just trying to keep my head above water. I just don't have time to start anything new, especially something that seems as complicated as content area reading.	
42) I have been making major changes to content reading. I'm actually trying out new methods from a different program. I can use it in conjunction with content reading.	
43) Focusing on reading during social studies lesson seems to cause more trouble than it's worth. I never can get through an entire lesson, so I'm always falling further and further behind.	
44) I have been going into another teacher's class who uses content reading regularly. It's helping me a lot since I am just about to start using it soon. It helps me to understand how to organize things in the best possible way.	
45) I have been asking other teachers for information about how to do certain things when I actually do start using content reading. I'm a little nervous about starting.	
46) I know that content reading is a program that helps students understand the content better. I am still learning how it works though.	
47) I'm not able to assess content reading at this time. I have never used it, seen it used, or gone to any trainings for it. Of course I've heard that it helps students perform better, but I don't really know how it does that.	
48) I'm still trying to decide if I want to use content area reading.	
49) Even though I don't always change what I'm doing with content reading just because someone makes a suggestion, I do try to listen to what the students have to say. Last week, I gave my students a chart to organize a lot of information in out textbook chapter. One of the students explained that it was hard to understand because the boxes were so small. So, we decided to use structured notes instead.	
50) I always share ideas about social studies with my colleagues, but I never talk about content reading because I just don't know enough about it.	

Short Sample Interview 4

Sample Interview 4	IC Notes
Interviewer: During a typical lesson, do you students read any text? **Participant:** Absolutely. We use a bunch of different resources. I teach in a totally integrated way. I use a lot of group work and projects. Usually, I assign a project. The students get into groups and then they work together to produce something g meaningful. **Interviewer:** Before they begin reading, do you prepare them to read the text? **Participant:** We do a lot of work that considers how the material connects to our everyday life. This helps them realize what they know about the material. We talk about the relevance of the material. This usually gets them excited about it, which helps them find a purpose for their work. An example of this is when we were looking at the Mexican American War and how it relates to the immigration issues of today. **Interviewer:** Do you assign activities for them to do while they are reading? **Participant:** I usually give them a graphic organizer that helps them find the information that's important. There is an opinion-proof worksheet that I've given them to use. They have to give evidence for both sides of an argument and then form an opinion. While they read, they collect information. Of course there are more. That's just one example. **Interviewer:** Do you use activities that help them reflect on the lesson? **Participant:** I always assign them some project they must create. It is always done in small groups. They might have to produce a project that considers the political and economic impact of an event in history, have a debate, find resources about a topic, or find real life stories from people who lived in that time period. I want it to be more than just reading from a textbook. I want it to mean something to them all.	

IC Component Checklist for Short Interview 4

Critical Component	Center of Lesson Check all that apply	Grouping Check all that apply	Activity Check all that apply	Other Check all that apply	Graphic Organizer Check all that apply
Purpose-Setting ❑Not Used ❑ No Information	❑Teacher ❑Student	❑Individual ❑Pairs ❑Small Groups ❑Whole Group	❑Explanation ❑Modeling ❑Activity		❑Used ❑Not used
Prior Knowledge ❑Not Used ❑ No Information	❑Teacher ❑Student	❑Individual ❑Pairs ❑Small Groups ❑Whole Group	❑Explanation ❑Modeling ❑Activity		❑Used ❑Not used
Vocabulary Knowledge ❑Not Used ❑ No Information	❑Teacher ❑Student	❑Individual ❑Pairs ❑Small Groups ❑Whole Group	❑Explanation ❑Modeling ❑Activity	❑Definitional ❑Contextual ❑Knowledge Beyond Definition & Context	❑Used ❑Not used
Reads Text ❑Not Used ❑ No Information	❑Teacher ❑Student	❑Individual ❑Pairs ❑Small Groups ❑Whole Group	❑Aloud ❑Silently	❑In class ❑At home	❑Used ❑Not used
Text Organization ❑Not Used ❑ No Information	❑Teacher ❑Student	❑Individual ❑Pairs ❑Small Groups ❑Whole Group	❑Models ❑Identifies		❑Used ❑Not used
Metacognitive Strategies ❑Not Used ❑ No Information	❑Teacher ❑Student	❑Individual ❑Pairs ❑Small Groups ❑Whole Group	❑Explanation ❑Modeling ❑Activity		❑Used ❑Not used
Reorganization of Materials ❑Not Used ❑ No Information	❑Teacher ❑Student	❑Individual ❑Pairs ❑Small Groups ❑Whole Group	❑Explanation ❑Modeling ❑Activity		❑Used ❑Not used
Writing ❑Not Used ❑ No Information	❑Teacher ❑Student	❑Individual ❑Pairs ❑Small Groups ❑Whole Group	❑Explanation ❑Modeling ❑Activity	❑Open-ended journal ❑Summary ❑Authentic task ❑Prompt	❑Used ❑Not used

IC Component Checklist for Short Interview 4

Social Interaction ☐Not Used ☐ No Information	☐Teacher ☐Student	☐Individual ☐Pairs ☐Small Groups ☐Whole Group	☐Explanation ☐Modeling ☐Activity	☐Activity ☐Discussion ☐Project/assignment ☐Unstructured	☐Used ☐Not used
Discussion ☐Not Used ☐ No Information	☐Teacher ☐Student	☐Individual ☐Pairs ☐Small Groups ☐Whole Group	☐Explanation ☐Modeling ☐Activity	☐Guided by structured activity ☐Guided by questions ☐Guided by both ☐Unguided	☐Used ☐Not used

Short Sample Interview 5

Sample Interview 5	IC
Interviewer: During a typical lesson, do you students read any text? **Participant:** It depends on the day, but usually we read something. Sometimes I read to them, sometimes they all take a turn. I have tried popcorn reading where they decide to jump in a start reading. But, yes we typically read something. **Interviewer:** Before they begin reading, do you prepare them to read the text? **Participant:** I don't exactly know how I would prepare them to read. We usually just jump right in. **Interviewer:** Do you assign activities for them to do while they are reading? **Participant:** Once I asked them to take notes on the reading, but it didn't work out very well. Most of them just copied the pages of the book down. I don't think they got anything from it at all. So, now we just read and I give them notes or discuss it afterwards. That keep them all focused on the material. **Interviewer:** Do you use activities that help them reflect on the lesson? **Participant:** We always do a quick quiz the day after we cover new material. That forces them to study their notes that night. I don't really like to get away from that structure because I don't want to get off topic so we can make it through all of the curriculum we have to cover.	

IC Component Checklist for Short Interview 5

Critical Component	Center of Lesson Check all that apply	Grouping Check all that apply	Activity Check all that apply	Other Check all that apply	Graphic Organizer Check all that apply
Purpose-Setting ❑Not Used ❑ No Information	❑Teacher ❑Student	❑Individual ❑Pairs ❑Small Groups ❑Whole Group	❑Explanation ❑Modeling ❑Activity		❑Used ❑Not used
Prior Knowledge ❑Not Used ❑ No Information	❑Teacher ❑Student	❑Individual ❑Pairs ❑Small Groups ❑Whole Group	❑Explanation ❑Modeling ❑Activity		❑Used ❑Not used
Vocabulary Knowledge ❑Not Used ❑ No Information	❑Teacher ❑Student	❑Individual ❑Pairs ❑Small Groups ❑Whole Group	❑Explanation ❑Modeling ❑Activity	❑Definitional ❑Contextual ❑Knowledge Beyond Definition & Context	❑Used ❑Not used
Reads Text ❑Not Used ❑ No Information	❑Teacher ❑Student	❑Individual ❑Pairs ❑Small Groups ❑Whole Group	❑Aloud ❑Silently	❑In class ❑At home	❑Used ❑Not used
Text Organization ❑Not Used ❑ No Information	❑Teacher ❑Student	❑Individual ❑Pairs ❑Small Groups ❑Whole Group	❑Models ❑Identifies		❑Used ❑Not used
Metacognitive Strategies ❑Not Used ❑ No Information	❑Teacher ❑Student	❑Individual ❑Pairs ❑Small Groups ❑Whole Group	❑Explanation ❑Modeling ❑Activity		❑Used ❑Not used
Reorganization of Materials ❑Not Used ❑ No Information	❑Teacher ❑Student	❑Individual ❑Pairs ❑Small Groups ❑Whole Group	❑Explanation ❑Modeling ❑Activity		❑Used ❑Not used
Writing ❑Not Used ❑ No Information	❑Teacher ❑Student	❑Individual ❑Pairs ❑Small Groups ❑Whole Group	❑Explanation ❑Modeling ❑Activity	❑Open-ended journal ❑Summary ❑Authentic task ❑Prompt	❑Used ❑Not used

IC Component Checklist for Short Interview 5

Social Interaction ❑Not Used ❑ No Information	❑Teacher ❑Student	❑Individual ❑Pairs ❑Small Groups ❑Whole Group	❑Explanation ❑Modeling ❑Activity	❑Activity ❑Discussion ❑Project/assignment ❑Unstructured	❑Used ❑Not used
Discussion ❑Not Used ❑ No Information	❑Teacher ❑Student	❑Individual ❑Pairs ❑Small Groups ❑Whole Group	❑Explanation ❑Modeling ❑Activity	❑Guided by structured activity ❑Guided by questions ❑Guided by both ❑Unguided	❑Used ❑Not used

Short Sample Interview 6

Sample Interview 6	IC
Interviewer: During a typical lesson, do you students read any text? **Participant:** I really think it's important that students read text everyday. I usually use pairs reading. That's where the students get together and one reads aloud to the other. The other will ask questions or take notes. This seems to really work. I will make each group an expert on a part of the chapter and then they have to present it to the class. This is called a jigsaw. My students like it a lot **Interviewer:** Before they begin reading, do you prepare them to read the text? **Participant:** I like to use the think-pair-share. My students will think about the topic, talk to their partner, and then we talk as a class about it. Then the pair of them will read together, like I just described. Usually, this helps us figure out what we know and what we need to know. It focuses them on the topic. **Interviewer:** Do you assign activities for them to do while they are reading? **Participant:** Well, of course they do have to take notes and ask questions. So, I guess that would be a yes. **Interviewer:** Do you use activities that help them reflect on the lesson? **Participant:** I really like to have them present the materials to the class. Then, I usually have the class ask them questions. Each pair has to come up with one good question for the presenters. Then I know they have been listening. I have also had them write a short summary after we complete a chapter. If its in their own words, then I know they understood.	

IC Component Checklist for Short Interview 6

Critical Component	Center of Lesson Check all that apply	Grouping Check all that apply	Activity Check all that apply	Other Check all that apply	Graphic Organizer Check all that apply
Purpose-Setting ❑Not Used ❑ No Information	❑Teacher ❑Student	❑Individual ❑Pairs ❑Small Groups ❑Whole Group	❑Explanation ❑Modeling ❑Activity		❑Used ❑Not used
Prior Knowledge ❑Not Used ❑ No Information	❑Teacher ❑Student	❑Individual ❑Pairs ❑Small Groups ❑Whole Group	❑Explanation ❑Modeling ❑Activity		❑Used ❑Not used
Vocabulary Knowledge ❑Not Used ❑ No Information	❑Teacher ❑Student	❑Individual ❑Pairs ❑Small Groups ❑Whole Group	❑Explanation ❑Modeling ❑Activity	❑Definitional ❑Contextual ❑Knowledge Beyond Definition & Context	❑Used ❑Not used
Reads Text ❑Not Used ❑ No Information	❑Teacher ❑Student	❑Individual ❑Pairs ❑Small Groups ❑Whole Group	❑Aloud ❑Silently	❑In class ❑At home	❑Used ❑Not used
Text Organization ❑Not Used ❑ No Information	❑Teacher ❑Student	❑Individual ❑Pairs ❑Small Groups ❑Whole Group	❑Models ❑Identifies		❑Used ❑Not used
Metacognitive Strategies ❑Not Used ❑ No Information	❑Teacher ❑Student	❑Individual ❑Pairs ❑Small Groups ❑Whole Group	❑Explanation ❑Modeling ❑Activity		❑Used ❑Not used
Reorganization of Materials ❑Not Used ❑ No Information	❑Teacher ❑Student	❑Individual ❑Pairs ❑Small Groups ❑Whole Group	❑Explanation ❑Modeling ❑Activity		❑Used ❑Not used
Writing ❑Not Used ❑ No Information	❑Teacher ❑Student	❑Individual ❑Pairs ❑Small Groups ❑Whole Group	❑Explanation ❑Modeling ❑Activity	❑Open-ended journal ❑Summary ❑Authentic task ❑Prompt	❑Used ❑Not used

IC Component Checklist for Short Interview 6

Social Interaction ❑Not Used ❑ No Information	❑Teacher ❑Student	❑Individual ❑Pairs ❑Small Groups ❑Whole Group	❑Explanation ❑Modeling ❑Activity	❑Activity ❑Discussion ❑Project/assignment ❑Unstructured	❑Used ❑Not used
Discussion ❑Not Used ❑ No Information	❑Teacher ❑Student	❑Individual ❑Pairs ❑Small Groups ❑Whole Group	❑Explanation ❑Modeling ❑Activity	❑Guided by structured activity ❑Guided by questions ❑Guided by both ❑Unguided	❑Used ❑Not used

Answer Keys

Coded Open-Ended Statement of Concern Practices: 1-15

Example 1 (I don't have enough time to get organized every day.) (I don't feel like I have enough planning and preparation time.) (I'm overwhelmed.) (I find that it takes a lot of time to prepare the graphic organizers and to figure out how to use them. I have to create them on the computer and work through them myself before using them in class so that I know they will be effective in the classroom.)	3 3 3 3
Explanation for Example 1: All of these statements are concerns about how to manage using content reading in the classroom because they are focused on organization, efficiency, and time management.	
Example 2 (I'm concerned that using content reading is going to be expected in my school, but I won't have any say in how I use it.) (I'm not sure about how I feel about integrating another subject into my classes.) (I think that we often change things that are working in the classroom and we don't consider what the students think about it or listen to what they say.)	2 2 2?, 4?
Explanation for Example 2: The participant shows concern about the personal impacts that using content reading will have. The last unit of thought is not clear because it could be expressing one of two concerns. It isn't clear if the participant is anxious about the change or if the participant is concerned about how the change will affect the students.	
Example 3 (Right now I'm trying to build on the success I've had with content reading. I want to go further than content reading.) (I am thinking about incorporating another innovation into my class, such as service learning. This will help my students connect with social studies in a way that content reading cannot.)	6 6
Explanation for Example 3: These statements are clearly expressing stage 6.	
Example 4 (So far my county hasn't said that we have to use content reading in social studies classes, so I haven't really thought about it much.) (I'm not really sure what has to happen before content reading can be put in place in a classroom.) (It seems like it's just another way to make the teachers do more.)	0 0 0?, 2?
Explanation for Example 4: From these responses, the participant shows little concern about using content reading. These responses point to concerns at stage 0. The last response indicates that, although the participant indicates little concern or knowledge, this person may have concerns at level 2.	
Example 5 (I know how content reading can help students across all subjects and grades. If it is going to be effective, though, all of the teachers in the school need to use content reading, and we need to begin collaborating.) (I feel like I need to coordinate some of the efforts that teachers in my department are making to use content reading. We need to work together more.)	5 5
Explanation for Example 5: This participant shows concerns about collaborating with other within and beyond his or her department. These are stage 5 concerns.	
Example 6 (I am concerned that by using content reading in small groups, the stronger students will end up doing all of the work. This will be a disadvantage to struggling students.) (Since so many teachers in my school are using content reading, I am concerned that the students are being given the same graphic organizers over and over again, and they will lose their effectiveness.) (I'm worried that they will start to see it as boring busy work.)	4 4 4
Explanation for Example 6: This participant shows knowledge of content reading and seems to be focused on its impact on the students. These are stage 4 concerns.	

Coded Open-Ended Statement of Concern Practices: 1-15

Example 7 (I need to learn more about content reading.) (I don't feel like the in-services give enough practical suggestions for how to use content reading in the classroom.) (I've had the chance to watch an English lesson that used content reading, but I am interested in seeing how a social studies teacher would use it.)	1 1 1
Explanation for Example 7: This participant expresses an interest in learning more about content reading. Even though the participant has looked into using content reading, it is clear that there is still a lack of knowledge and comfort. These are typical stage 1 concerns.	
Example 8 (Many components) (Ducking responsibility) (Effective integration) (Teaching too much)	
Explanation for Example 8: When participants return blank responses or answers that are clearly incomplete, it shows an unwillingness to share. If the participant does not want to divulge their concerns, then that stance must be respected. For this reason, responses that do not express complete thoughts, such as the example above, should not be scored.	
Example 9 (I have many concerns about using content reading, including my ability to pull it off.) (I know of a few other teachers who have tried it and who had a lot of trouble fitting in reading strategies in a way that there is still time to teach the curriculum. I'm definitely concerned about time limitations.) (I'm also concerned that it will take a lot of prep work, which will make my job that much more demanding.) (I can't figure out how I will schedule all of the activities in a single class period.)	2 3 2 3
Explanation for Example 9: This participant expresses concerns about the personal impact content reading will have, as well as some management concerns. The personal concerns tend to concern requirements personal demands, while the management concerns seem to focus on time management.	
Example 10 (I wonder if any of this will matter in the end. Will this have an impact on my students' FCAT scores?) (I am so busy trying to fit all of the reading strategies into my class, I have not had time to worry about what I am supposed to be teaching.) (Recently, my principal started to do reading strategy observations. I know she said they were not supposed to be used to evaluate me, but I'm concerned that they might be.) (I still don't feel comfortable using content reading in my class. I always wonder if I'm doing it right.)	4 3 2 2
Explanation for Example 10: This participant has a range of concerns. The first concern deals with how reading instruction will impact students' FCAT performance, so this is a stage 4 concern. The second concern deals with time management, and is a level 3 concern. The final two concerns deal with personal implications and personal ability, which are level 2 concerns.	
Example 11 (First of all, I don't really want to learn about content reading.) (However, I am afraid that if I don't start learning more about it and using it in my class, it will look bad.) (I'm reluctant to start using content reading because it takes a lot of work.) (I really don't see the benefit to my students.)	0 2 2 4
Explanation for Example 11: This participant is not interested in using content reading, but is being pressured to do so. The first statement is typical of a level 0 concern. The next two statements deal with personal implications, and are level 2 concerns. The final statement expresses a level four concern because it deals with the impact content reading will have on the students.	

Coded Open-Ended Statement of Concern Practices: 1-15

Example 12 (If we spend all of our time teaching reading, how are we supposed to ever get to the social studies?)	2? 3?
(I have a big problem with making social studies teachers responsible for teaching reading. Why don't the English teachers do it, like they are supposed to?)	2
(I think it takes time away from the topics we are supposed to be covering.)	3
(I also don't think it's fair that I have to do more work.)	2
(And, for what? What are my students going to learn from this? How to fill out more worksheets?)	4
Explanation for Example 12: This participant makes an ambiguous statement in the beginning. This statement may be a stage 2 concern because concern about the participant's role may be the focus of this statement. It also might be a stage 3 concern because the statement may be concerned with how the innovation might be managed in a way that social studies can be taught. The second statement deals with how content reading conflicts with the participant's beliefs, so it is a level 2 concern. The third statement is level three because it deals with management issues. The next statement considers the role of the teacher, and is a personal concern. The final statement concerns student consequences resulting from content reading.	
Example 13 (I'm concerned about it encroaching on my other lesson planning, how to fit all of it in.)	3
(I'm also concerned that since it's not my expertise, I will have a hard time implementing it.)	2
(I'm not sure I understand it well enough to do it in my class.)	2
(I am worried about how long it will take me to teach the students how to use this before we can get going with the content.)	3
Explanation for Example 13: Two of the statements made here deal with time management, which are level 3 concerns. The remaining statements deal with the participant's perception of his/her ability to use content reading successfully. Therefore, these are level 2 concerns.	
Example 14 (I'm concerned that I'm the only one who's using the strategies.)	2
(How much of an impact will all of this have if no one else in my school's on board?)	2? 4? 5?
(I also have some concerns that my administrators are not convinced that I should be using it.)	2
(If I'm the only one, how will I find support?)	2
Explanation for Example 14: Three of the statements here are clearly level 2 concerns because they focus on the perception others have of content reading. One of the statements could be interpreted to as three different levels. It could be a level 2 concern it could be seen as discussing perceptions of others who are not on board. It could also be seen as a level 4 concern because it does discuss the impact on students. Finally, it could be a level 5 concern because it deals with a lack of teacher collaboration.	
Example 15 (My subject isn't on the FCAT. So, why should I have to teach content area reading?)	2
(I have a variety of levels of students and am concerned about how to accommodate them with this approach.)	4? 2?
(I'm concerned about what the students will think about doing this type of work. Is it beneath them?)	4? 2?
Explanation for Example 15: This participant expresses concerns about their beliefs conflicting with the use of content reading. Two of the statements could be interpreted as a level 4 or 2 concern because they discuss both student impact, teacher ability, and perceptions of others.	

Coded Levels of Use Practices: 1-20

Sample Interview Excerpt	LOU
1) I'm trying to find out how reading strategies work if a school hasn't given support for content reading. I've been reading about using reading strategies because I'm considering using them, but I don't know if I want to use content reading as a whole.	1
2) I'm reading some materials I came upon and I'm going to be attending a professional conference to find out more about alternative programs for help students reading across the content areas, find out what the pros and cons are, and see if the other programs are effective overall.	6
3) I've developed some very effective reading strategies that work well in social studies and I've given them to another social studies teacher who is also using content reading. She has been giving me ideas about how to manage my time better so that I can get through the curriculum I teach.	3
4) I've gone to a few workshops about using content reading, but I still don't have enough information to start using it in my classroom next fall. I'm still looking for information about how reading fits into social studies.	1
5) Of course, I plan on a daily and weekly basis, but right now I'm thinking more about what changes I'm going to make next year. I have been observing the students and looking at classroom tests and their standardized test scores. I'm going to use this information to figure out what's working for them and what's not. Some things I know I will change next year are…	4 b
6) I know how other schools are using content reading. I have also observed a school that has started a new program that teams teachers as they use learning strategies. After seeing this school's program in action and seeing the different ways these other schools are using content reading, I'm convinced that our school needs to make some big changes to the way we use content reading.	6
7) I feel a little frustrated with content area reading. I feel like I spend more time preparing for a lesson than I do actually teaching a lesson.	3
8) I am very interested in the data we have been collecting about our students' performance. Our principal brought in a consultant to work with our team and she showed us ways that we could evaluate the progress of our students. We have been using standardized tests, informal observations, and brief interviews with the students to figure out the direction we should be heading in.	5
9) As far as content reading is concerned, I haven't made any plans for using it.	0
10) I was recently involved in a discussion with the director of social studies in our district. We discussed the way that content area reading is being used in my department at school. We discussed possibly implementing some new techniques that other schools have used that seem to be more effective.	6
11) I know this may sound terrible, but I just don't know anything about content area reading except that my principal really wants everyone to use it.	0
12) I have been working on getting everything ready for when I first use content reading. I have made copies of the graphic organizers I am going to use, highlighted key vocabulary that I want to work with, and I've broken my regular lessons into parts so That I am sure to work on prior knowledge and reflection.	2
13) I have been working with my department head on planning a pilot program that focuses on integrating technology and Internet research with content reading. This would be a big change to the current use of content reading at my school because we have never taught the students how to critically analyze what they see on websites.	6
14) I am familiar with what my students need to be successful in my class. I used content area reading last year and covered all of my content, so that's what I'll do this year. I know what my students need to know over the course of the year, and I know what I need to teach every week to get them to that point.	4 a
15) I am trying to find out about how to increase higher level thinking skills in students as they use reading strategies. Although they enjoy using the reading strategies, I know that there must be some things I can do to help them get more from them. I have been searching for information online and I have read a few journal articles.	4b
16) A teacher who is very experienced in using content reading has just joined our team. Since most of the teachers in our team are using content reading, we have all been working together to improve what we are doing in our classrooms. We talk about what we do, and if someone has a suggestion that worked for them, we all try it.	5
17) I've decided not to change what I did last year with content reading. It worked well, so why reinvent the wheel?	4 a
18) I've decided to start using content reading at the beginning of next school year. I wanted enough time to get ready for it.	2
19) I'm thinking about how content reading could negatively impact my classes. I think it may take away too much time from what I'm actually supposed to be teaching. I also think the students may see it as busy work.	1
20) Last week, I was teaching one of the lessons I taught to my students last year. My first class seemed to be bored. So, instead of teaching the same lesson to my next class, I broke them into small groups and asked them to come up with a way to teach the material. Each group came up with at least one creative approach. I'm going to use their ideas next time I teach this material.	4 b

Coded Short Sample Interview 1

Critical Component	Center of Lesson Check all that apply	Grouping Check all that apply	Activity Check all that apply	Other Check all that apply	Graphic Organizer Check all that apply
Purpose-Setting ☐ No Information					
Prior Knowledge	☐ Teacher		☐ Activity		
Vocabulary Knowledge	☐ Student		☐ Activity	☐ Definitional	
Reads Text	☐ Student	☐ Individual ☐ Small Groups			
Text Organization ☐ No Information					
Metacognitive Strategies ☐ No Information					
Reorganization of Materials ☐ Not Used ☐ No Information					
Writing	☐ Student	☐ Small Groups	☐ Activity	☐ Summary	
Social Interaction	☐ Student	☐ Small Groups	☐ Activity	☐ Discussion	
Discussion	☐ Studen	☐ Small GroupS	☐ Activity	☐ Guided by structured activity	

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Coded Short Sample Interview 2

Critical Component	Center of Lesson **Check all that apply**	Grouping **Check all that apply**	Activity **Check all that apply**	Other **Check all that apply**	Graphic Organizer **Check all that apply**
Purpose-Setting	☐ Teacher	☐ Whole Group	☐ Explanation		☐ Not used
Prior Knowledge ☐ Not Used					
Vocabulary Knowledge	☐ Teacher	☐ Whole Group	☐ Explanation	☐ Definitional	☐ Not used
Reads Text	☐ Student	☐ Individual		☐ At home	
Text Organization ☐ Not Used					
Metacognitive Strategies	☐ Student	☐ Individual	☐ Activity		☐ Used
Reorganization of Materials ☐ Not Used					
Writing	☐ Teacher	☐ Individual	☐ Activity	☐ Prompt	☐ Not used
Social Interaction ☐ Not Used					
Discussion ☐ Not Used					

Coded Short Sample Interview 3

Critical Component	Center of Lesson **Check all that apply**	Grouping **Check all that apply**	Activity **Check all that apply**	Other **Check all that apply**	Graphic Organizer **Check all that apply**
Purpose-Setting	☐ Teacher ☐ Student	☐ Individual ☐ Whole Group	☐ Explanation ☐ Activity		☐ Not used
Prior Knowledge ☐ Not Used ☐ No Information					
Vocabulary Knowledge	☐ Student	☐ Individual	☐ Activity	☐ Definitional	☐ Not used
Reads Text	☐ Student	☐ Individual	☐ Aloud	☐ In class	
Text Organization ☐ Not Used					
Metacognitive Strategies ☐ Not Used					
Reorganization of Materials ☐ Not Used					
Writing ☐ Not Used					
Social Interaction ☐ Not Used					
Discussion ☐ Not Used					

Long Sample Interview Coded for Levels of Use	LOU Ratings
Background **Interviewer:** Would you please tell me what you are currently doing in your teaching career? **Participant:** I teach business technology in high school. **Interviewer:** Okay, what grade level do you teach in high school? **Participant:** All. **Levels of Use Questions** **Interviewer:** In your classes are you using content area reading? **Participant:** Yes. **Interviewer:** So whenever you use content area reading, have you implemented any changes? **Participant:** Well, yeah. We can't just read the straight textbook. I teach technical courses and they read technical manuals. So, I pull in a lot of articles from relevant computer magazines now. Sometimes the textbook is outdated. **Interviewer:** So, you mean you supplement your materials? **Participant:** Yes. **Interviewer:** Do you collaborate with other teachers in your school? **Participant:** No. **Interviewer:** And are you planning or exploring making modifications to the content area reading? **Participant:** I don't know what else there is. So, no. **Innovation Configurations Questions** **Interviewer:** During a typical lesson do your students read any text?	This teacher has a level of use of **4a**. The teacher uses content reading routinely, is not looking to change anything for student benefit, is not collaborating with other teachers, and is not trying to replace content reading with

Long Sample Interview Coded for Levels of Use

Participant: Yes. **Interviewer:** And how do you structure your reading, for example, what kind of grouping do you use, who reads, is it aloud or silently? **Participant:** We do both. We work in pairs. We work in groups. We'll do it aloud as a large group. We read in small groups. It just depends on the activity that's paired with the reading. **Interviewer:** So, can you give me examples of situations you would be reading in different ways? **Participant:** I might be introducing something new, so I might bring in an article that talks about a new topic. We might it aloud. I would start and then we'd rotate. Or, we might be comparing technologies, because there are a bunch of different approaches to things, like in web design. There might be two experts that approach web design very differently, so since some of the classes might be smaller, I may have two separate groups read two opposing articles with the idea that they would summarize and present the recommended approach to the web design. Then we would have a class discussion. **Interviewer:** How do you prepare them to read the text? **Participant:** We might just get into an initial conversation about finding out what they know as a larger group, or doing a think pair share. Sometimes there are some background concepts that need to be to get into the new topic, so I need to be sure they're ready. **Interviewer:** What are some other specific things that you might do to prepare them for reading a text? **Participant:** I mean when I give them the homework, I tell them a fascinating story. Usually with technology, usually there is something relevant in their lives. A new technology or feature may have come out. There is usually buzz about that and we talk about it. For example in web design, if we were going to get into some of the higher level HTML, we'd go out and tour some of the websites that use some of the technology that we are going to be reading about or working with over the next few days. So, if we are going to work with Flash, we're going to go out and see some really interesting Flash intros, on like Nike.com.	another innovation.

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Long Sample Interview Coded for Levels of Use

Interviewer: What activities do your students engage in while they're actually reading? **Participant:** A lot of times I use graphic organizers. I want them to be engaged in their reading, not just going through it mindlessly. I want them to be thinking about it. I don't want them to read some lengthy text without delving into it deeply. I usually chunk it and then have them do something. A lot of times the texts I find them are Internet resources, you know, articles online. **Interviewer:** Can you give me some examples of graphic organizers you might have them working with as they're reading? **Participant:** We'll do concept maps and two-column notes. I have used a structured outline, where I plug some of the outline in for them and they search for the remaining information. I've used concept definition maps when we are looking at new terms because that helps them develop their vocabulary. I've used Venn Diagrams to compare alternative technologies. **Interviewer:** Do you use metacognitive strategies or anything that helps them think about what they are thinking when they read? **Participant:** The graphic organizers I use help develop Metacognitive thinking because they can't complete them if they don't understand what they are reading. **Interviewer:** Is there any way you have them reorganize the information? **Participant:** I had a really interesting activity where I wrote the concepts on a piece of paper. I had them organize them graphically. What they were doing is demonstrating a process flow. If they were familiar enough with what they read, they could put those steps into a flow order. I do activities like this to be sure they can see the processes in a format that is different from what they see in the textbooks and articles. **Interviewer:** After your students have read a text in class or for homework, do you provide them with activities that allow them to	

Long Sample Interview Coded for Levels of Use

reflect on the materials?

Participant: Yeah. We would do reflective writing activities. I use class discussions, too.

Interviewer: What are some examples of how you would use writing?

Participant: Reflective journaling, sometimes. I have used RAFTs. Sometimes we do debates. I did a debate and included a graphic organizer with it. The graphic organizer had them give supports for each side of issue. Sometimes I use discussion to introduce a lesson and find out what the students already know. And, you know a lot of what I teach there is not a best way. It is design approaches, so we'll get into debates. The students will need to present a position on a design approach and back that up with supporting details from recent lessons.

Interviewer: What type of grouping do you typically use in your classroom?

Participant: I use all types of grouping, individuals, pairs, small groups, the whole class. It depends on the lesson. Some of my classes are fairly small, so I might have only 12 people. It can make for a pretty lively whole group discussion.

Interviewer: Other than what you just described, when would you use different types of grouping?

Participant: We sometimes do a think-pair-share. That would just be a two-minute, turn to the person next to you, kind of activity. I also do a lot of hands-on, lab-type activities. So, often it's with a partner or small group. I teach multiple levels of the same course, so often the pair includes a mentor, a student who's more advanced.

Interviewer: Do you use a textbook?

Participant: Yes, but we use a lot of outside materials including computer magazines and a lot of online resources.

Interviewer: Do you teach vocabulary?

Long Sample Interview Coded for Levels of Use	
Participant: Yes. A lot of it is conceptual, so I've used a lot of graphic organizers for the larger concepts. We'll do semantic mapping and concept of definition maps. The students get to pull from their collective background knowledge and often, as a small group, understand more than they realize. Then my job is to fill in the missing pieces and strengthen those connections. We often read about a concept. Since its highly technical stuff, we really have to break it down and talk about it in a way that's familiar to them. So we work a lot with the actual vocabulary in the subject. **Interviewer:** Is there anything that you want to add? **Participant:** Not that I can think of. **Interviewer:** Thank you! **Participant:** Well, thank you!	

Long Sample Interview Coded for Innovation Configurations

Critical Component	Center of Lesson Check all that apply	Grouping Check all that apply	Activity Check all that apply	Other Check all that apply	Graphic Organizer Check all that apply
Purpose-Setting ☐ Not Used					
Prior Knowledge	☐ Teacher	☐ Whole Group	☐ Explanation		☐ Not used
Vocabulary Knowledge	☐ Teacher	☐ Whole Group	☐ Explanation	☐ Definitional ☐ Knowledge Beyond Definition & Context	☐ Used
Reads Text	☐ Student	☐ Individual	☐ Silently	☐ At home	☐ Used
Text Organization ☐ No Information					
Metacognitive Strategies	☐ Student	☐ Individual	☐ Activity		☐ Used
Reorganization of Materials	☐ Student	☐ Individual	☐ Activity		☐ Used
Writing	☐ Student	☐ Individual	☐ Activity	☐ Open-ended journal ☐ Prompt	☐ Not used
Social Interaction	☐ Student	☐ Pairs ☐ Small Groups ☐ Whole Group	☐ Activity	☐ Activity	☐ Not used
Discussion ☐ Not Used					

Coded Stages of Concern Practices: 16-25

Example 16 (I'm a new teacher and really don't know anything about content area reading.) (I know my school is really into it, but I am worried that I will be just keeping my head above water. How am I going to pull this off while I'm just trying to get my feet wet?) (I guess I really need to find more information about it so I know what is expected of me.)	0 1? 2? 1
Explanation Example 16: This participant does not want to use content reading but seems to be being pressured into it. Because of the pressure he/she faces, adoption seems emanate, so a search for information is taking place. There may be some concerns about the personal impact the adoption will have, as well.	
Example 17 (I'm a fairly new teacher and I'm worried about incorporating this into the curriculum that I'm teaching.) (I think it's unfair to mandate that all teachers use this in their classroom.) (In my new school it is expected, so it is adding a lot of time into my lesson planning.)	3 2 2? 3?
Explanation Example17: This participant has some beliefs that conflict with content reading, which accounts for the level 2 concern. There are also some management issues, leading to a level 3 concern. There are also possible concerns about the perception others will have and more management concerns.	
Example18 (I've used content reading successfully, but I'm the only one in my department doing so. I wonder how I might get everyone else to buy into this.) (I'm concerned with presenting this in a way that helps the students understand the material better.) (I really would like the rest of my department to think of content reading in this way, as well.)	5 4 5
Explanation Example18: This participant is concerned with collaboration and helping students benefit more from using content reading. Therefore, the concerns are from levels 4 and 5.	
Example 19 (I'm concerned about these activities seeming like they are just distractions from the main lesson.) (I'm interested in the students buying into the metacognitive approach. I'm worried that they won't see it as valuable.) (I am also worried that it may be difficult in my long-term planning to schedule everything that I need to schedule to cover this school year.)	2 4 3
Explanation Example19: This participant has personal concerns that deal with their personal beliefs (level 2), concerns about the impact these strategies may have on students (level 4), and concerns about planning (level 3).	
Example 20 (Is CRISS and content reading the same thing?) (I'm signed up to take a CRISS training.) (I'm having a hard enough time meeting all of the standards. How can I be expected to use content reading, too?)	1 1 2? 3?

Coded Stages of Concern Practices: 16-25

Explanation Example20: This participant is searching for basic information about content reading. There is also a concern that may be referring to the personal impact or the management of the innovation.	

Example 21	
(I don't usually do a lot of group work because of the student population I work with.)	3
	3
(This is going to really change how I run my classroom.)	4
(How will my students react to this approach?)	4
(How will it affect them?)	

Explanation Example21: The first two statements are clearly management issues, centered around level 3 concerns. This participant is also concerned with the impact the reading strategies will have on the students, which are level 4 concerns.	

Example 22	
(Here we go again. Another new approach to teaching. I wonder how long this one will last.)	0
	0
(I don't want to start using something that's not going to stick around.)	2? 3?
(I personally don't think the students need anything to distract them from their real work.)	

Explanation Example 22: The first statement shows that this participant does not have an interest in using content reading. The second statement also expresses a lack of interest in using the innovation. The final statement is an example of a statement that could be concerned with conflicting beliefs or concern with a lack of time. For this reason, it could be a level 2 or 3 concern.	

Example 23	
(How can a school district mandate another requirement?)	2
(It seems like every time I turn around, there's something else I have to do.)	2
(I just want to teach social studies.)	0? 2?
(I really don't care to learn anything about this reading stuff.)	0

Explanation Example 23: The first two statements are examples of personal concerns because they are expressing a conflict between the participant's beliefs and concerns about perceptions and mandates. The third statement could be an expression of disinterest in content reading, or it could be another statement that shows a conflict between the participant's beliefs and the use of content reading. The final statement expresses resistance to using this innovation, so it is a level 0 concern.	

Example 24	
(I think this is fabulous because the students really connect all the dots.)	4
(I am concerned that it hasn't not enough teachers are on board.)	5
(The students really benefit, but if the teacher aren't working together, then I fear it really won't make much of an impact.)	5
(Also, I have heard that there is a new program that may be on its way.)	6
(I wonder if the teachers might buy into that more than into content reading.)	5? 6?

Explanation Example 24: This participant shows concerns about the impact reading will have on the students, which is typical of a level 4 response. The next two responses deal with interest in collaboration, which makes them level 5 concerns. The 4th statement expresses interest in another innovation, which is a level 6 response. The final response is unclear. It may be a level 5 concern because it concerns other teachers, or a level six because it also focuses on a new innovation.	

Coded Stages of Concern Practices: 16-25

Example 25 (I've been using reading strategies since I first read about them in a journal article in a class I was taking. I think they are effective, but it seems they could be greatly improved upon.) (I don't think the students really get all they can out of them.) (I also wonder if they are worth the time and energy that I put into them.)	6 6 6
Explanation Example25: All of these statements concern another innovation that might be more effective than content reading, so they are all level 6 concerns.	

Coded Levels of Use Practices: 21-50

21) I have really tried to learn about content reading. Some of the things I have done to get information about it are talking to my colleagues, reading books, and attending informational sessions.	1
22) Of course I've heard about content reading. I'm just not interested in finding anything else about it.	0
23) I am exploring a lot of different programs right now. I am trying to find something that really sparks my students' love of learning.	6
24) Working with other teachers to improve our use of content reading has really help me develop an understanding about how kids learn best and how we can work together to optimize their learning.	5
25) I have talked to my department head about the possibility of using content reading in my social studies course. She seems to support it and has given me some information about it.	1
26) Although reading the textbook in class ensures that the kids have read it, time is definitely a factor. I also have concerns about spending to much time filling out graphic organizers. So, I have been looking for a less time-intensive approach to teaching reading in social studies. I'm trying to figure out if there are advantages and disadvantages to these other approaches.	6
27) I spend most of my time trying to iron out the problems and get ready for the next day. I'm changing things around so that the day goes smoother.	3
28) Working with the teacher next door has gone smoothly so far. We have figured out some ways that we can reinforce what the other is doing.	5
29) Last semester, my team began meeting with another team. We have changed some of the things that we do and we collaborate more now. The work we are doing is really helping our students.	5
30) While I do talk with some of my fellow teachers about content area reading, it isn't for support. I'm not looking to learn anything new. What I'm doing is working fine. I'm really just having conversation.	4 a
31) I'm planning on learning what I can about reading in social studies. When I've gotten more information, I plan to make a decision about whether or not I want to use it.	1
32) I've gathered together what I've learned about content reading and I'm really trying to analyze what I need to know about it so that I can begin using it when the rest of my team begins.	2
33) I have no idea what I am going to do with content reading for the rest of the year. Don't you think it's more important for me to know what I'm doing tomorrow?	3
34) I have identified other teacher in the school who regularly use content area reading. I have been finding out all I can about what they are doing. Even though I have been using it for a while, this helps me come up with new ideas that work for my students. Some of them have even been giving me materials that I can use with my classes.	5
35) I am meeting with some of the SLD teachers to write objectives for the students in my classes who are struggling. Since I have some students who are SLD, the SLD teachers and I are going to decide on some things we all want to do with these students that will help them achieve more.	5
36) I do get some information on content reading. Usually, I see journal articles or online reports. But, honestly, I'm not really looking for new information. What I'm doing is working pretty well.	4 a
37) I do know which reading strategies work best in my social studies classes. I also know what doesn't work, and I've found some ways to improve the less effective strategies.	4 b
38) I've been reading a lot of information on the effects of reading strategies on students. What I really need to read is a book on how teachers can manage it better!	3
39) The principal and assistant principal evaluate all of the teachers in our school on our use of content reading. It doesn't bother me.	4 a
40) I know there is a big push for using content reading, but I just want to. I hear other teachers talking about it, but I'm not using it and I don't plan on using it.	0
41) I'm too busy getting my bearings straight. This is my first year teaching and I'm just trying to keep my head above water. I just don't have time to start anything new, especially something that seems as complicated as content area reading.	0
42) I have been making major changes to content reading. I'm actually trying out new methods from a different program. I can use it in conjunction with content reading.	6
43) Focusing on reading during social studies lesson seems to cause more trouble than it's worth. I never can get through an entire lesson, so I'm always falling further and further behind.	3
44) I have been going into another teacher's class who uses content reading regularly. It's helping me a lot since I am just about to start using it soon. It helps me to understand how to organize things in the best possible way.	2
45) I have been asking other teachers for information about how to do certain things when I actually do start using content reading. I'm a little nervous about starting.	2
46) I know that content reading is a program that helps students understand the content better. I am still learning how it works though.	1
47) I'm not able to assess content reading at this time. I have never used it, seen it used, or gone to any trainings for it. Of course I've heard that it helps students perform better, but I don't really know how it does that.	0
48) I'm still trying to decide if I want to use content area reading.	1
49) Even though I don't always change what I'm doing with content reading just because someone makes a suggestion, I do try to listen to what the students have to say. Last week, I gave my students a chart to organize a lot of information in out textbook chapter. One of the students explained that it was hard to understand because the boxes were so small. So, we decided to use structured notes instead.	4 b
50) I always share ideas about social studies with my colleagues, but I never talk about content reading because I just don't know enough about it.	0

Coded Short Sample Interview 4

Critical Component	Center of Lesson Check all that apply	Grouping Check all that apply	Activity Check all that apply	Other Check all that apply	Graphic Organizer Check all that apply
Purpose-Setting	☐ Student	☐ Whole Group			
Prior Knowledge ☐ Not Used					
Vocabulary Knowledge ☐ Not Used					
Reads Text	☐ Student			☐ In class	☐ Used
Text Organization ☐ Not Used					
Metacognitive Strategies ☐ Not Used					
Reorganization of Materials					
Writing ☐ Not Used	☐ Student	☐ Small Groups	☐ Activity		☐ Not used
Social Interaction ☐ Not Used					
Discussion	☐ Student	☐ Whole Group	☐ Activity	☐ Unguided	☐ Not used

Coded Short Sample Interview 5

Critical Component	Center of Lesson Check all that apply	Grouping Check all that apply	Activity Check all that apply	Other Check all that apply	Graphic Organizer Check all that apply
Purpose-Setting ☐ Not Used					
Prior Knowledge ☐ Not Used					
Vocabulary Knowledge ☐ Not Used					
Reads Text	☐ Teacher ☐ Student	☐ Individual	☐ Aloud	☐ In class	☐ Not used
Text Organization ☐ Not Used					
Metacognitive Strategies ☐ Not Used					
Reorganization of Materials ☐ Not Used					
Writing ☐ Not Used					
Social Interaction ☐ Not Used					
Discussion ☐ Not Used					

Coded Short Sample Interview 6

Critical Component	Center of Lesson Check all that apply	Grouping Check all that apply	Activity Check all that apply	Other Check all that apply	Graphic Organizer Check all that apply
Purpose-Setting ☐ Not Used					
Prior Knowledge	☐ Student	☐ Pairs ☐ Whole Group	☐ Activity		
Vocabulary Knowledge ☐ Not Used					
Reads Text	☐ Student	☐ Pairs ☐ Small Groups	☐ Aloud	☐ In class	
Text Organization ☐ Not Used					
Metacognitive Strategies ☐ Not Used					
Reorganization of Materials ☐ Not Used					
Writing	☐ Student	☐ Individual	☐ Activity	☐ Summary	
Social Interaction ☐ Not Used					
Discussion	☐ Student	☐ Pairs	☐ Explanation ☐ Activity	☐ Guided by structured activity	☐ Not used

The materials in this packet were adapted from the following references:

Loucks, S.F., Newlove, B.W., and Hall, G.E. (1975). *Measuring levels of use of the innovation: A manual for trainers, interviewers, and raters.* Austin, TX: Southwest Educational Development Laboratory.

Hall, G.E., George, A.A., and Rutherford, W.L. (1998). *Measuring stages of concern about the innovation: A manual for use of the SoC questionnaire.* Austin, TX: Southwest Educational Development Laboratory.

Heck, S., Stiegelbauer, S.M., Hall, G.E., Loucks, S.F. (1981). *Measuring innovation configurations: Procedures and application.* Austin, TX: Southwest Educational Development Laboratory.

APPENDIX Q
Informed Consent for Course Data

Space below reserved for IRB Stamp – Please leave blank

Informed Consent

Social and Behavioral Sciences
University of South Florida
Information for People Who Take Part in Research Studies

The following information is being presented to help you decide whether or not you want to take part in a minimal risk research study. Please read this carefully. If you do not understand anything, ask the person in charge of the study.
Title of Study: The Effect of an Online content area Reading Course on the Development of Pre-Service and In-Service Social Studies Teachers
Principal Investigator: Aimee Fogelman
Study Location(s): Online using Blackboard and the Internet
You are being asked to participate because your experiences in the Reading and Basic Skills course are valuable in understanding how a content area reading course taken in a distance learning environment affects the attitudes of pre-service and practicing teachers toward content area reading.

General Information about the Research Study

The purpose of this research study is to determine the effects the online Reading and Basic Skills course has on the attitudes and classroom practices of the students who have taken it. This study will also investigate the effects of taking a content area reading course on the participants' attitudes toward literacy.

Plan of Study

Your responses to the surveys and postings on the discussion board will be compiled with others students' responses in order to determine the overall effects the course has on the attitudes of pre-service and practicing teachers who have successfully completed it.

Expected Duration of Subject's Participation

Your participation in this study will take place over the course of the semester in which you are enrolled in the Reading and Basic Skills course. The surveys and discussion board postings are a requirement in the course that take an estimated 3 hours over the course of the semester.

Payment for Participation

There will be no payment for your participation.

Benefits of Being a Part of this Research Study

By taking part in this study, you may learn more about how you view the classes you teach or will teach and how this perspective translates into classroom practice. You will also be contributing to a body of knowledge about professional growth of social studies teachers.

Risks of Being a Part of this Research Study

There are no known risks involved with participation in this study.

Confidentiality of Your Records

Your privacy and research records will be kept confidential to the extent of the law. Authorized research personnel, employees of the Department of Health and Human Services, and the USF Institutional Review Board and its staff, and others acting on behalf of USF may inspect the records from this research project.

The results of this study may be published. However, the data obtained from you will be combined with data from others in the publication. The published results will not include your name or any other information that would personally identify you in any way.
Interviews will be kept by participant code. All data will be compiled and kept in a file at the investigator's home. Files will be destroyed 7 years after the study is completed.

Volunteering to Be Part of this Research Study

Your decision to participate in this research study is completely voluntary. You are free to participate in this research study or to withdraw at any time.

Questions and Contacts

- If you have any questions about this research study, contact Aimee Fogelman.

- If you have questions about your rights as a person who is taking part in a research study, you may contact the Division of Research Compliance of the University of South Florida at (813) 974-5638.

Consent to Take Part in This Research Study

By agreeing to participate in this study, I agree that:

- I have fully read or have had read and explained to me this informed consent form describing this research project.

- I have had the opportunity to question one of the persons in charge of this research and have received satisfactory answers.

I understand that I am being asked to participate in research. I understand the risks and benefits, and I freely give my consent to participate in the research project outlined in this form, under the conditions indicated in it.

APPENDIX R

Informed Consent for Interviews

Informed Consent
Social and Behavioral Sciences
University of South Florida
Information for People Who Take Part in Research Studies

The following information is being presented to help you decide whether or not you want to take part in a minimal risk research study. Please read this carefully. If you do not understand anything, ask the person in charge of the study.
Title of Study: The Effect of an Online content area Reading Course on the Development of Pre-Service and In-Service Social Studies Teachers
Principal Investigator: Aimee Fogelman
Study Location(s): At a location convenient to participant
You are being asked to participate because your experiences in the Reading and Basic Skills course, as well as a practicing teacher, are valuable in understanding why teachers use certain practices in their classrooms more than others.

General Information about the Research Study

The purpose of this research study is to determine the effects the online Reading and Basic Skills course has on the attitudes and classroom practices of the students who have taken it. This study will also investigate the effects of taking a content area reading course on the participants' attitudes toward literacy.

Plan of Study

Your responses to the interview questions will be compiled with others who are being interviewed in order to determine the overall effects the course has on the classroom practices of practicing teachers who have successfully completed it.

Expected Duration of Subject's Participation

The interview that you are being asked to participate in will take place one time and will last approximately one hour.

Payment for Participation

There will be no payment for your participation.

Benefits of Being a Part of this Research Study

By taking part in this study, you may learn more about how you view the classes you teach and how this perspective translates into classroom practice. You will also be contributing to a body of knowledge about professional growth of social studies teachers.

Risks of Being a Part of this Research Study

There are no known risks involved with participation in this study.

Confidentiality of Your Records

Your privacy and research records will be kept confidential to the extent of the law. Authorized research personnel, employees of the Department of Health and Human Services, and the USF Institutional Review Board and its staff, and others acting on behalf of USF may inspect the records from this research project.

The results of this study may be published. However, the data obtained from you will be combined with data from others in the publication. The published results will not include your name or any other information that would personally identify you in any way.

Interviews will be kept by participant code. All data will be compiled and kept in a file at the investigator's home. Files will be destroyed 7 years after the study is completed.

Volunteering to Be Part of this Research Study

Your decision to participate in this research study is completely voluntary. You are free to participate in this research study or to withdraw at any time.

Questions and Contacts

- If you have any questions about this research study, contact Aimee Fogelman ▮▮▮▮▮▮▮▮.

- If you have questions about your rights as a person who is taking part in a research study, you may contact the Division of Research Compliance of the University of South Florida at (813) 974-5638.

Consent to Take Part in This Research Study

By signing this form I agree that:

- I have fully read or have had read and explained to me this informed consent form describing this research project.

- I have had the opportunity to question one of the persons in charge of this research and have received satisfactory answers.

- I understand that I am being asked to participate in research. I understand the risks and benefits, and I freely give my consent to participate in the research project outlined in this form, under the conditions indicated in it.

- I have been given a signed copy of this informed consent form, which is mine to keep.

_____   _____
Signature of Participant   Printed Name of Participant   Date

Investigator Statement

I have carefully explained to the subject the nature of the above research study. I hereby certify that to the best of my knowledge the subject signing this consent form understands the nature, demands, risks, and benefits involved in participating in this study.

_____   _____
Signature of Investigator   Printed Name of Investigator   Date
Or authorized research
investigator designated by
the Principal Investigator

APPENDIX S

Dear (student's name),

     I am conducting a study about the effects of the Reading and Basic Skills course on teachers' attitudes toward content area reading and how those attitudes translate into classroom practice. If you are currently teaching, I am interested in interviewing you to learn more about your unique perspective on content area reading and whether or not you use it in your classroom.

     If you are interested in participating, please email me so that we can set up a place and time to meet. If you have any questions, please email me at ████████████████████████ or call me at ███████████.

Sincerely,

Aimee Fogelman

Notes from Coder Meetings Regarding Reevaluation of IC Component Checklist Ratings

Participant 3622

Purpose-Setting
- Grouping: added individual (pg. 2-bellwork)
- Activity: found examples after rereading
- Graphic Organizer: missed box in first coding

Prior Knowledge
- Grouping: individual bellwork (pgs. 3 & 5) ; confusion because one strategy is a vocabulary strategy; discussed Frayer as possible prior knowledge activity

Vocabulary
- Grouping: found examples of both
- Other: rater 2 marked the last box because thought it encompassed all; Frayer=all raters agree it encompasses all; sentence activities=all agree only are definitional and contextual

Reads Text
- Center: mentions modeling (pg. 3)
- Grouping: pg. 3 gives examples of all; clarified that whole group means teacher reads and class follows along in this case
- Activity: confusion because at one point says "never ask them to read alound" (pg. 2) but then gives examples having them read aloud
- Reads Text: missed graphic organizer mentioned on pg. 3

Text Organization
- Center: found examples of both (pg. 3 & 8)
- Grouping: all found examples of all types of grouping
- Activity: found examples of both (all raters)
- Graphic Organizer: found examples (concept maps, outlining, 3-column notes)\

Metacognitive Strategies
- Center: think aloud, modeling (pg. 3)
- Grouping: examples of all (pg. 3)
- Activity: examples (pg. 3 & 8)—explanation not marked because model encompasses it
- Graphic Organizer: explained (pg. 3) concept map (pg. 8)

Reorganization of Text
- Raters clarified difference between text organization and Reorganization of Text
- Center: examples on pg. 3 & 8; rater 3 only considers pg. 8 to be an example

Writing
- <u>Grouping</u>: mistakenly checked small groups
- <u>Other</u>: missed that journal is a prompted activity
- <u>Graphic Organizer</u>: RAFT-discussed this activity and determined it is not a graphic organizer

Social Interaction
- Discussed as any activity listed in other category
- Removed "individual" from checklist under *Grouping*
- Removed A*ctivity* box because there must be interaction, so modeling and explanation would not be appropriate
- <u>Center</u>: examples throughout
- <u>Grouping</u>: all 3 appeared
- <u>Other</u>: found examples; shield, concept map
- <u>Graphic Organizer</u>: concept map, etc.

Discussion
- Removed "individual" from checklist under *Grouping*
- Removed A*ctivity* box
- Removed "Guided by Both" under *Other*
- <u>Center</u>: none of the raters could find examples of student led
- <u>Grouping</u>: pg. 6
- <u>Other</u>: debate only once but example of activity
- <u>Graphic Organizer</u>: pg. 5 example=Frayer Model with discussion

Participant 2619

Vocabulary
- Found 1 line on pg. 3 describing vocabulary
- <u>Other</u>: definition only because doesn't say it is contextual

Reads Text
- <u>Grouping</u>: rater 1 missed putting individual; rater 3 found whole group example; added pairs because pg. 4 says "reading with a partner"
- <u>Activity</u>: unclear if students read silently or aloud on pg. 4
- <u>Other</u>: pg. 3 talks about reading at home
- <u>Graphic Organizer</u>: no evidence, only reports reading guides

Textual Organization
- No evidence found, at first rater number 3 felt sorry for participant and was trying to "help out"

Metacognition
- Same as text organization

Reorganization of Materials

- Rater 2 considered this as being used because students created a PowerPoint from research
- Raters 1 & 3 considered this not used because were only thinking of textbook reorganization
- Redefined to include reorganization of research (so considered PowerPoint creation)
- Center: Student created PP
- Grouping: done in pairs
- Graphic Organizer: none

Writing

- Redefined writing to include traditional answering of questions on reading guides and PowerPoint (answer changes based on this definition)

Social Interaction

- Center: mistake, not sure who was leading the debate
- Grouping: debate is example of small and whole group instruction
- Other: debate and PowerPoint, unstructured because debate is disorganized
- Graphic Organizer: forgot to mark

Discussion

- Grouping: both used in debates and *95 Pieces*
- Other: *95 Pieces* (guided by questions); debate (unstructured)

Participant 3623

Purpose-Setting

- Center: SQ3R=teacher, anticipation guide=student
- Grouping: whole=SQ3R & ABC; individual=ABC & anticipation guide; pairs= p.7 mindstreaming
- Activity: explains SQ3R pg. 7
- Graphic Organizer: pg. 3

Prior Knowledge

- Center: SQ3R=teacher
- Grouping: mindstreaming=pairs (pg. 7), SQ3R=explanation by teacher so whole group
- Graphic Organizer: example of anticipation guide, ABC, SQ3R

Writing

- Grouping: mistakenly checked small groups
- Other: missed that journal is a prompted activity
- Graphic Organizer: RAFT-discussed this activity and determined it is not a graphic organizer

Vocabulary
- Center: teacher= notebook, student=Frayer Model, definition maps
- Other: Frayer (all 3), Definition (all 3), Notebook (definitional only)
- Grouping: unsure of how activities are done; used definition map to frame lecture (pg. 4)

Reads Text
- Center: teacher models paried reading to students but doesn't read to them otherwise
- Activity: aloud when teacher reads as model; paired readings are aloud
- Other : missed box=rater 1

Text Organization
- Center: examples of teacher led, says students do it on their own (pg. 3 & 7)
- Grouping: not sure why pairs was chosen
- Graphic Organizer: rater 1 said yes because SQ3R strategy, but doesn't say a graphic organizer is used so check was removed

Metacognitive Strategies
- Determined that SQ3R and XYZ strategy are metacognitive strategies
- Activity: not modeling because unsure
- Graphic Organizer: not used because unsure

Reorganization of Materials
- Not enough information about how 2-column and 3-column notes are used (pg. 7)

Writing
- Grouping: rater 1 missed box
- Activity: rater 1 missed box
- Other: RAFT if authentic in this interview because these are real-world tasks (pg. 4)
- Graphic Organizer: rater 1 missed box

Social Interaction
- Teacher/student discussion (pg. 3-4)
- Pairs read (pg. 3)
- Discussion (pg. 4)

Participant 2108

Purpose-Setting
- Activity: 1st sentence on page 2 was reason for explanation
- Graphic Organizer: no evidence

Prior Knowledge
- Not used; Rater 1 is unsure of how the think-pair-share was used

Vocabulary
- Explanation given by participant wasconfusing; when we reread it and broke it down, we understood better what the teacher was doing

Reads Text
- Found place on pg. 3 where says doesn't assign homework, then gives example on pg. 3 of homework that is reading, so revised ratings

Metacognitive Strategies
- Says not using it on pg. 3 but gives examples of metacognitive strategies being used on pg. 2 therefore revised responses to this component

Reorganization of Materials
- Mentions some (pg. 1, 2, 3) but doesn't explain how they are done
- Center: Students because of interactive notebook and concept map, others are unclear
- Grouping: only know some are individual, but don't know about rest
- Activity: unsure of roles so don't know if explanation or modeling is used

Writing
- Raters 1 and 3 missed some examples of writing that were briefly mentioned (pg. 1, 2, 4)

Social Interaction
- Discussion, Think-Pair-Share (pg. 5), Reenactment (pg. 3); didn't consider all of these as this component was coded initially

Discussion
- Missed some examples so revised (pg. 4, 5, 6, 7)

*Participant contradicted self
*Participant doesn't realize uses components (says doesn't use them but gives examples of use)
*Seemed not to know when content area reading was being used

Participant 2102

Prior Knowledge
- Found 1 sentence to support prior knowledge (pg. 3)

Vocabulary
- Word Web (pg. 3 & 6), response (p. 5)
- Center: Teacher led because whole group (pg. 6 says whole group)
- Grouping: Pg. 6 says whole
- Activity: Explanation (pg. 5), activity (pg. 6)
- Other: definition ans context (not beyond definition because not effectively connecting ideas according to the description on pg. 6)
- Graphic Organizer: used word web

Reads Text
- (Pg. 2) When interviewer says "Who reads, is it aloud or silently?" the response is "both." It is unclear—does that mean both teacher and student read or both read aloud and silently?

Text Organization
- Word Web, metacognition=notes on own (pg. 3) , *Time for Kids* (pg. 4), *Saudi Arabia* (pg. 6)
- Center: both
- Grouping: gives examples of all
- Activities: all because of examples

Writing
- Just beginning, says "not much" so raters 1 and 3 chose "not used"

Metacognition
- Pg. 3

Social Interaction
- Pg. 4 (all), Pg. 5 discussion
- Center: *Time for Kids*=student, character education and discussion= teacher
- Grouping: All
- Other: activity (pg. 4)
- Graphic Organizer: small group *Time for Kids* (pg. 4)

Discussion
- Center: teacher set up but pulls out of discussion while students discuss
- Other: set up is structured activity, but resulting discussion is unguided

Participant 3111

Purpose-Setting
- Pg. 1 KWL, Pg. 3 KWL and bold, pg. 6 review

Prior Knowledge
- Rater 3 checked the wring line, KWL was used for prior knowledge

Vocabulary
- Individual=do work; whole group=discussion

Reads Text
- Pg. 1, 2, 4
- Grouping: : choose all from pg. 1, 2, 4
- Activity: silent (pg. 2), rater 1 missed the mention of it in interview

Text Organization
- Grouping: only whole (can't find small groups mentioned)
- Graphic Organizers: This type of foldable seems to be a graphic organizer based on the description

Metacognitive Strategies
- Pg. 1=KWL but don't have enough information; pg. 3=talks about KWL

Reorganization of Materials
- Pg. 1=2-column notes (don't know how they are used)
- Pg. 3-4 history frames, drawings, timelines (but used only when stuck)
- Pg. 4=presentation from a jigsaw activity
- Pg. 4=graphic organizers in pairs

Writing
- Pg. 1=RAFT
- Pg. 4=Real estate ad

Graphic Organizers
- Raft is not a graphic organizer

Participant 3107

Purpose-Setting
- (pg. 2) when questions were answered there was confusion about when Venn, compare/contrast were used (during or after reading); answered question as if all were purpose-setting

Vocabulary
- Unclear about how it is done, at 1st sounds like only done with 1 studetn, then sounds like it is done with the whole class

Reads Text
- Rater 2 missed this section

Text Organization
- Rater 2 missed a section of the interview

Metacognitive Strategies
- Sounds like it may be individual or whole, but it is not specified

Reorganization of Materials
- Pg. 2, 3, 4

Writing
- Pg. 3 & 6

Social Interaction
- Debates (pg. 3), Reading (pg. 2, 3), Pamphlet (Pg. 3-4); PowerPoint (g. 4)

Discussion
- Lost control and didn't set it up (pg. 3); rater 2 missed this information

Participant 3314

Purpose-Setting
- Pg. 3 the teacher tells them, the purpose
- <u>Center</u>: Teacher centered because lots of control over what is happening; pre-determined answers for scavenger hunt
- <u>Grouping</u>: gives classwork assignment and they work on it alone

- Activity: explains these, sounds like she uses anticipation guides as tools to explain purpose instead of as an activity; scavenger hunt=raters 1 & 2 think it's modeling because teacher controls it all
- Graphic Organizer: decided anticipation guide isn't a graphic organizer, only used as a worksheet or guide to explanation in this case

Vocabulary

- Pg. 6 & 1
- Center: teacher; she runs it (tells words, etc)
- Grouping:whole
- Other: all because must know, use, and categorize with word sorts; antonyms and/or synonyms with vocabulary maps
- Graphic Organizer: didn't use this year, only last with remedial

Reads Text

- Both read (pg. 2-3)
- Individual at home
- Whole group with plays
- Graphic Organizer: lists some doing as reads (pg. 3)

Text Organization

- Center: teacher runs it
- Grouping: individual because we must do as they read and whole because she shows them

Metacognitive Strategies

- Activities: both because says models (pg. 3) and lists activities she does with them

Reorganization of Materials

- Only Story Maps
- Center: say they do it
- Grouping: students do it alone

Writing

- Pg. 4 & 6=reading log, summary, answer questions
- Graphic Organizer: not counting story maps

Social Interaction

- Pg. 4, 5, 7
- Center: teacher controls activities (pg. 4), says she is the center (pg. 5) and little interaction.
- Grouping: trying small (uncomfortable) but still in control

Discussion

- Pg. 7

APPENDIX U

Initial and Final Inter-Rater Reliability for IC Component Checklist

	A				B				C				D				E				F			
	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total
1	100	100	100	100	100	100	100	100	100	100	100	100	66.7	66.7	33.3	55.6					50	100	50	66.7
2	100	100	100	100	100	100	100	100	75	75	100	83.3	100	100	100	100					0	50	50	33.3
3	100	100	100	100	100	100	100	100	75	75	50	66.7	100	100	100	100	33.3	100	100	100	100	100	100	100
4	100	100	100	100	50	50	100	66.7	75	50	25	50	100	50	50	66.7	100	0	100	0	33.3	100	100	100
5	100	100	100	100	50	50	100	66.7	100	100	100	100	0	0	100	33.3					0	0	100	33.3
6	100	100	100	100	50	50	100	66.7	100	50	50	66.7	66.7	66.7	33.3	55.6					100	50	50	66.7
7	100	50	50	66.7	50	0	50	33.3	25	50	75	50	100	66.7	66.7	77.8					100	50	50	66.7
8	100	100	100	100	100	100	100	100	50	50	100	66.7	100	100	100	100	75	0	50	50	33.3	100	100	100
9	100	50	50	66.7	50	50	0	33.3	50	50	0	33.3	100	66.7	66.7	77.8	25	100	50	50	66.7	100	100	100
10	100	100	100	100	50	100	50	66.7	75	75	50	66.7	66.7	100	66.7	77.8	100	100	50	50	66.7	100	100	100
Agree-ment	100	90	90	93.3	70	70	80	73.3	72.5	67.5	65	68.3	80	71.7	71.7	74.5	66.7	55	60	55	56.7	100	100	100

427

	A				B				C				D				E				F			Total
	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total	1-2	1-3	2-3	
1	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					100	100	100	100
2	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					100	100	100	100
3	100	50	50	66.7	100	50	50	66.7	100	75	75	83.3	100	66.7	66.7	77.8	66.7	33.3	66.7	55.6	100	100	100	100
4	100	100	100	100	100	100	100	100	75	50	75	66.7	50	100	50	66.7	100	50	50	66.7	100	100	100	100
5	100	50	50	66.7	100	50	50	66.7	100	50	50	66.7	100	50	50	66.7					100	100	100	100
6	100	50	50	66.7	100	50	50	66.7	100	50	50	66.7	100	66.7	66.7	77.8					100	100	100	100
7	50	100	50	66.7	50	100	50	66.7	75	100	75	83.3	66.7	100	66.7	77.8					100	100	100	100
8	50	50	100	66.7	50	50	100	66.7	75	75	100	83.3	66.7	66.7	100	77.8	75	75	100	83.3	100	100	100	100
9	100	100	100	100	50	100	50	66.7	75	75	50	66.7	100	100	100	100	50	50	50	50	50	50	100	66.7
10	100	100	100	100	50	100	50	66.7	75	100	75	83.3	100	100	100	100	50	100	50	66.7	100	100	100	100
% Agreement	90	80	80	83.3	80	80	70	76.7	87.5	77.5	75	80	88.3	85	80	84.5	68.3	61.7	63.3	64.4	95	95	100	96.7

	A				B				C				D				E				F			
	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total
1	100	100	100	100	100	0	0	33.3	75	50	25	50	100	100	100	100					100	0	0	33.3
2	100	100	100	100	100	100	100	100	75	100	75	83.3	100	100	100	100					100	0	0	33.3
3	100	100	100	100	0	0	100	33.3	50	75	75	66.7	100	100	100	100	100	33.3	33.3	55.5	100	100	100	100
4	100	100	100	100	50	100	50	66.7	100	100	100	100	100	50	50	66.7	0	0	100	33.3	100	100	100	100
5	100	100	100	100	50	50	0	33.3	50	100	50	66.7	100	100	100	100					0	0	100	33.3
6	50	50	100	66.7	0	0	100	33.3	50	50	100	66.7	0	0	100	33.3					50	50	100	66.7
7	50	50	100	66.7	50	50	100	66.7	75	75	100	83.3	66.7	66.7	100	77.8					100	100	100	100
8	100	100	100	100	100	100	100	100	75	75	100	83.3	66.7	66.7	100	77.8	25	50	75	50	50	50	100	66.7
9	100	50	50	66.7	100	50	50	66.7	100	75	75	83.3	100	66.7	66.7	77.8	100	75	75	83.3	50	100	50	66.7
10	50	100	50	66.7	50	50	0	33.3	75	100	75	83.3	66.7	33.3	66.7	55.6	75	75	100	83.3	50	100	50	66.7
% Agreement	85	85	90	86.7	60	50	60	56.7	72.5	80	77.5	76.7	80	68.3	88.3	78.9	60	46.7	76.7	61.1	70	60	70	66.7

Participant 3623: Initial Inter-rater Reliability

429

	A				B				C				D				E				F			To tal
	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total	1-2	1-3	2-3	
1	100	100	100	100	100	100	100	100	100	100	100	100	33.3	100	33.3	55.5					100	50	50	66.7
2	50	50	100	66.7	50	50	100	66.7	75	75	100	83.3	100	100	100	100					100	100	100	100
3	100	100	100	100	100	0	0	33.3	25	50	75	50	100	33.3	33.3	55.5	100	100	100	100	0	50	50	33.3
4	100	100	100	100	100	100	100	100	75	75	100	83.3	100	100	100	100	50	100	50	66.7	50	100	50	66.7
5	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					100	100	100	100
6	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					100	100	100	100
7	50	50	100	66.7	100	100	100	100	100	100	100	100	66.7	66.7	100	77.8					50	50	100	66.7
8	100	100	100	100	100	100	100	100	100	100	100	100	100	66.7	66.7	77.8	50	50	50	50	50	50	100	66.7
9	100	100	100	100	100	100	100	100	50	50	100	66.7	100	100	100	100	100	50	50	66.7	50	50	100	66.7
10	100	100	100	100	0	0	100	33.3	75	75	50	66.7	100	100	100	100	100	100	100	100	50	50	100	66.7
% Agreeme nt	90	90	100	93.3	85	75	90	83.3	80	82.5	92.5	85	90	86.7	83.3	86.7	80	80	70	76.7	65	70	85	73.3

Participant 2108: Initial Inter-rater Reliability

430

	A				B				C				D				E				F				Total
	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total	1-2	1-3	2-3	
1	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					100	100	100	100
2	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					100	100	100	100
3	100	100	100	100	100	0	0	33.3	100	100	100	100	33.3	100	33.3	55.5	100	100	100	100	0	100	0	33.3
4	100	100	100	100	50	100	50	66.7	50	75	75	66.7	50	50	100	66.7	100	100	100	100	50	50	100	66.7
5	100	100	100	100	100	0	0	33.3	100	75	75	83.3	50	50	100	66.7					100	100	100	100
6	100	50	50	66.7	100	50	50	66.7	100	50	50	66.7	100	100	100	100					100	100	100	100
7	100	100	100	100	50	50	0	33.3	75	75	100	83.3	66.7	66.7	100	77.8					100	100	100	100
8	50	100	50	66.7	50	100	50	66.7	75	100	75	83.3	66.7	100	66.7	77.8	75	100	75	83.3	50	100	50	66.7
9	100	100	100	100	50	100	50	66.7	100	75	75	83.3	66.7	100	66.7	77.8	75	100	75	83.3	100	100	100	100
10	100	100	100	100	50	0	50	33.3	100	100	100	100	33.3	33.3	100	55.5	100	100	100	100	50	50	100	66.7
% Agreement	95	95	90	93.3	75	60	45	60	90	85	85	86.7	66.7	80	86.7	77.8	90	100	90	93.3	75	90	85	83.3

	A				B				C				D				E				F			Total
	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total	1-2	1-3	2-3	
1	50	100	50	66.7	50	100	50	66.7	75	100	75	83.3	66.7	100	66.7	77.8					50	100	50	66.7
2	100	100	100	100	100	50	50	66.7	100	75	75	83.3	100	66.7	66.7	77.8					100	50	50	66.7
3	100	50	50	66.7	100	0	0	33.3	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
4	100	100	100	100	100	100	100	100	100	50	50	66.7	50	50	100	66.7	100	50	50	66.7	100	50	50	66.7
5	100	100	100	100	100	100	100	100	75	50	50	58.3	100	100	100	100					0	50	50	33.3
6	50	100	50	66.7	100	50	50	66.7	100	75	75	83.3	66.7	100	66.7	77.8					100	50	50	66.7
7	100	100	100	100	100	0	0	33.3	50	75	25	50	100	66.7	66.7	77.8					100	50	50	66.7
8	100	100	100	100	100	50	50	66.7	50	75	75	66.7	100	66.7	66.7	77.8	50	25	25	33.3	0	0	100	33.3
9	100	100	100	100	50	100	50	66.7	50	50	50	50	100	66.7	66.7	77.8	75	75	100	83.3	100	0	0	33.3
10	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
% Agreement	90	95	85	90	90	65	55	70	80	75	67.5	74.2	88.3	81.7	80	83.3	85	70	75	76.7	75	55	60	63.3

432

	A				B				C				D				E				F			Total
	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total
1	100	100	100	100	100	100	100	100	100	75	75	83.3	100	33.3	33.3	55.5					100	0	0	33.3
2	100	100	100	100	100	0	0	33.3	100	100	100	100	100	33.3	33.3	55.5					100	100	100	100
3	100	100	100	100	100	100	100	100	100	75	75	83.3	33.3	33.3	100	55.5	100	100	100	100	100	100	100	100
4	100	100	100	100	100	100	100	100	75	75	50	66.7	50	50	100	66.7	50	50	100	66.7	50	50	100	66.7
5	50	100	50	66.7	50	100	50	66.7	75	100	75	83.3	50	100	50	66.7					50	50	100	66.7
6	50	100	50	66.7	50	100	50	66.7	75	50	75	66.7	66.7	100	66.7	77.8					50	0	50	33.3
7	100	50	50	66.7	50	0	50	33.3	50	75	75	66.7	33.3	66.7	66.7	55.6					0	50	50	33.3
8	100	100	100	100	100	100	100	100	50	50	100	66.7	100	100	100	100	75	50	25	50	0	0	100	33.3
9	100	50	50	66.7	50	50	0	33.3	50	75	25	50	100	66.7	66.7	77.8	50	75	25	50	0	50	50	33.3
10	100	100	100	100	100	100	100	100	75	100	75	83.3	100	100	100	100	75	100	75	83.3	50	100	50	66.7
% Agreement	90	90	80	86.7	80	75	65	73.3	75	77.5	72.5	75	73.3	68.3	71.7	71.1	70	75	65	70	50	50	70	56.7

433

	A				B				C				D				E				F			Total
	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total	1-2	1-3	2-3	
1	100	100	100	100	0	50	50	33.3	75	75	100	83.3	66.7	66.7	100	77.8					50	50	100	66.7
2	100	100	100	100	50	100	50	66.7	75	100	75	83.3	66.7	33.3	66.7	55.6					50	50	100	66.7
3	100	100	100	100	50	0	50	33.3	100	100	100	100	66.7	66.7	100	77.8	0	33.3	66.7	33.3	50	0	100	50
4	100	100	100	100	50	50	0	33.3	75	50	75	66.7	0	100	0	33.3	0	100	0	33.3	50	100	50	66.7
5	100	100	100	100	50	0	50	33.3	75	50	75	66.7	50	100	50	66.7					100	50	50	66.7
6	100	100	100	100	50	100	50	66.7	75	75	100	83.3	33.3	33.3	66.7	44.4					50	50	100	66.7
7	100	100	100	100	50	0	50	33.3	75	50	75	66.7	66.7	66.7	100	77.8					50	50	100	66.7
8	100	100	100	100	50	0	50	33.3	100	75	75	83.3	66.7	100	66.7	77.8	75	25	50	50	100	100	100	100
9	0	0	100	33.3	50	50	50	50	100	50	50	66.7	100	66.7	66.7	77.8	100	75	75	83.3	100	50	50	66.7
10	100	100	100	100	0	100	0	33.3	75	50	75	66.7	66.7	100	66.7	77.8	75	50	75	66.7	100	100	100	100
% Agreement	90	90	100	93.3	40	45	40	41.7	82.5	67.5	80	76.7	58.4	73.3	68.4	66.7	50	56.7	53.3	53.3	70	60	85	71.7

Mean by Cell and rater Pair	91	89	89	90	73	65	63	67	80	77	77	78	78	77	79	78	71	71	69	70	69	68	76	71

Mean by Participant and Rater Pair	1-2	1-3	2-3
3622	74	72.9	69.4
2619	85	80	78
3623	73	68	76
2108	82	81	87
2102	82	85	80
3111	85	74	70
3107	73	73	71
3314	65	65	71
Overall by Pair	77	75	75

Overall Inter-Rater Reliability =74

	A				B				C				D				E				F			
	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total
1	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					100	100	100	100
2	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					100	100	100	100
3	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
4	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
5	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					100	100	100	100
6	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					100	100	100	100
7	100	100	100	100	100	100	100	100	100	50	50	66.67	100	50	50	66.67					100	100	100	100
8	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
9	100	100	100	100	100	100	100	100	100	100	100	100					100	100	100	100	100	100	100	100
10	100	100	100	100	100	100	100	100	100	100	100	100					100	100	100	100	100	100	100	100
% Agree-ment	100	100	100	100	100	100	100	100	100	95	95	96.67	100	93.75	93.75	95.83	100	100	100	100	100	100	100	100

Participant 3622: Final Inter-rater Reliability

436

	A				B				C				D				E				F			
Participant 2619: Final Inter-rater Reliability																								
	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total
1	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					100	100	100	100
2	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					100	100	100	100
3	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	66.7	66.7	77.8	100	100	100	100
4	100	100	100	100	100	100	100	100	100	100	100	100	50	100	50	66.67	100	100	100	100	100	100	100	100
5	100	100	100	100	100	100	100	100	100	75	75	83.33	100	100	100	100					100	100	100	100
6	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					100	100	100	100
7	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					100	100	100	100
8	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
9	100	100	100	100	100	100	100	100	100	100	100	100					100	100	100	100	100	100	100	100
10	100	100	100	100	100	100	100	100	100	100	100	100					100	100	100	100	100	100	100	100
% Agreement	100	100	100	100	100	100	100	100	100	97.5	97.5	98.33	93.75	100	93.75	95.83	100	93.34	93.34	95.56	100	100	100	100

437

	A				B				C				D				E				F			
	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total
1	100	100	100	100	100	100	100	100	100	100	100	100	100	66.7	66.7	77.8					100	100	100	100
2	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					100	100	100	100
3	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
4	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
5	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					100	100	100	100
6	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					50	50	100	66.7
7	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					100	100	100	100
8	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
9	100	100	100	100	100	100	100	100	100	100	100	100					100	100	100	100	100	100	100	100
10	100	100	100	100	100	100	100	100	100	100	100	100					100	100	100	100	100	100	100	100
% Agree-ment	100	100	100	100	100	100	100	100	100	100	100	100	100	95.84	95.84	97.23	100	100	100	100	95	95	100	96.7

	Participant 2108: Final Inter-rater Reliability																						
	A				B				C				D				E				F			
	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total
1	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					100	100	100	100
2	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					100	100	100	100
3	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
4	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
5	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					100	100	100	100
6	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					100	100	100	100
7	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					100	100	100	100
8	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
9	100	100	100	100	100	100	100	100	100	100	100	100					100	100	100	100	100	100	100	100
10	100	100	100	100	100	100	100	100	100	100	100	100					100	100	100	100	100	100	100	100
% Agreement	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100

	A				B				C				D				E				F			
	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total
1	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					100	100	100	100
2	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					100	100	100	100
3	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
4	100	100	100	100	100	100	100	100	75	75	100	83.33	50	50	100	66.67	100	100	100	100	100	100	100	100
5	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					100	100	100	100
6	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					100	100	100	100
7	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					100	100	100	100
8	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
9	100	100	100	100	100	100	100	100	100	100	100	100					100	100	100	100	100	100	100	100
10	100	100	100	100	100	100	100	100	100	100	100	100					100	100	100	100	100	100	100	100
% Agree-ment	100	100	100	100	100	100	100	100	97.5	97.5	100	98.33	93.75	93.75	100	95.83	100	100	100	100	100	100	100	100

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		A				B				C				D				E				F		
Participant 3111: Final Inter-rater Reliability																								
	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total
1	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					100	100	100	100
2	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					100	100	100	100
3	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
4	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
5	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					100	100	100	100
6	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					100	100	100	100
7	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					100	100	100	100
8	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
9	100	100	100	100	100	100	100	100	100	100	100	100					100	100	100	100	100	100	100	100
10	100	100	100	100	100	100	100	100	100	100	100	100					100	100	100	100	100	100	100	100
% Agree-me-nt	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100

		A				B				C				D				E				F		
Participant 3107: Final Inter-rater Reliability																								
	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total
1	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					100	100	100	100
2	100	100	100	100	100	100	100	100	100	100	100	100	100	66.7	66.7	77.8					100	100	100	100
3	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
4	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
5	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					100	100	100	100
6	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					100	100	100	100
7	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					100	100	100	100
8	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
9	100	100	100	100	100	100	100	100	100	100	100	100					100	100	100	100	100	100	100	100
10	100	100	100	100	100	100	100	100	100	100	100	100					100	100	100	100	100	100	100	100
Agree-men-t	100	100	100	100	100	100	100	100	100	100	100	100	100	95.84	95.84	97.23	100	100	100	100	100	100	100	100

	A				B				C				D				E				F			
	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total	1-2	1-3	2-3	Total
1	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					100	100	100	100
2	100	100	100	100	100	100	100	100	100	100	100	100	100	33.3	33.3	55.53					100	100	100	100
3	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
4	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
5	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					100	100	100	100
6	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					100	100	100	100
7	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100					100	100	100	100
8	100	100	100	100	100	50	50	66.67	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
9	100	100	100	100	100	100	100	100	100	100	100	100					100	100	100	100	100	100	100	100
10	100	100	100	100	100	100	100	100	100	100	100	100					100	100	100	100	100	100	100	100
% Agree-ment	100	100	100	100	100	95	95	96.67	100	100	100	100	100	91.66	91.66	94.44	100	100	100	100	100	100	100	100

Participant 3314: Final Inter-rater Reliability

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Mean by Cell and rater Pair																							
100	100	100	100	100	99.4	99.4	99.6	99.7	99.7	100	99.8	99.1	97.3	98.2	98.2	100	100	100	100	100	100	100	100

Participant & Rater Pair	1-2	1-3	2-3
3622	100	100	100
2619	100	100	100
3623	100	100	100
2108	100	100	100
2102	98.5	98.5	100
3111	100	100	100
3107	100	99.3	99.3
3314	100	97.8	97.8
Overall by Pair	99.8	99.5	99.6

Overalll Inter-Rater Reliability=99.635

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APPENDIX V

Frequency Table for Stages of Concern from Open-Ended Statements of Concern

	0	1	2	3	4	5	6
2108	0	0	11	3	2	0	0
2102	0	0	4	2	0	0	0
3111	0	0	2	3	0	0	0
3104	0	0	3	0	0	0	0
3107	0	0	2	7	1	0	0
3314	0	1	0	0	3	0	0
1206	0	0	3	0	3	0	0
1201	0	0	3	0	1	0	0
1207	0	0	2	3	1	0	0
1208	0	0	4	1	0	0	0
1209	0	0	2	2	0	0	0
1203	0	0	1	1	2	0	0
1204	0	0	1	3	0	0	0
1205	0	0	3	2	0	0	0
1202	0	0	4	0	1	0	0
2203	0	0	2	1	0	0	0
2201	0	0	0	0	3	0	0
2206	0	0	3	5	0	0	1
2205	0	0	1	1	1	0	0
2212	0	0	1	1	1	0	0
2207	0	0	0	3	1	0	0
2211	0	0	5	7	2	0	0
2204	0	0	1	4	0	0	0
2209	0	0	3	0	1	0	0
2210	0	0	1	2	1	0	0
2213	0	0	2	5	1	0	0
3212	0	0	1	2	0	0	0
3213	0	0	3	1	1	0	0
3202	0	0	0	1	2	0	0
3209	0	0	2	1	0	0	0
3205	0	0	0	1	2	0	0
3206	0	0	2	1	3	0	0
3210	0	0	1	2	0	0	0
3203	0	2	7	1	0	0	0
3208	0	0	1	3	0	0	0
3201	0	0	2	0	4	0	0
4208	0	0	1	1	1	0	0
4207	0	0	1	2	1	0	0
4206	0	0	3	0	0	0	0
4205	0	0	7	3	2	0	0
4203	0	0	2	1	1	0	0
4204	0	0	1	2	2	0	0
4202	0	0	2	4	3	0	0
4209	0	0	0	8	2	0	0
4201	0	0	1	4	1	0	0
4210	0	0	0	1	3	0	0
1411	0	0	2	2	0	0	0
3419	0	0	5	1	1	0	0
3420	0	1	0	1	0	1	0
Total	0	4	108	99	54	1	1

Participant Mean and Standard Deviation for Stages of Concern

Obtained		
ID	Mean SOC	SD
2108	2.4375	0.727438
2102	2.333333	0.516398
3111	2.5	0.57735
3104	2	0
3107	2.692308	0.630425
3314	3.25	1.5
1206	3	1.095445
1201	2.5	1
1207	2.8	0.83666
1208	2.2	0.447214
1209	2.5	0.57735
1203	3.25	0.957427
1204	2.75	0.5
1205	2.4	0.547723
1202	2.4	0.894427
2203	2.333333	0.57735
2201	4	0
2206	3	1.224745
2205	3	1
2212	3	1
2207	3.25	0.5
2211	2.785714	0.699293
2204	2.8	0.447214
2209	2.5	1
2210	3	0.816497
2213	2.875	0.64087
3212	2.666667	0.57735
3213	2.6	0.894427
3202	3.666667	0.57735
3209	2.333333	0.57735
3205	3.666667	0.57735
3206	3	1
3210	2.666667	0.57735
3203	1.9	0.567646
3208	2.75	0.5
3201	3.333333	1.032796
4208	3	1
4207	3	0.816497
4206	2	0
4205	2.583333	0.792961
4203	2.75	0.957427
4204	3.2	0.83666
4202	3.111111	0.781736
4209	3.2	0.421637
4201	3	0.632456
4210	3.75	0.5
1411	2.5	0.57735
3419	2.428571	0.786796
3420	3	2

Rounded

ID	Mean SOC	SD
2108	2	0.727438
2102	2	0.516398
3111	3	0.57735
3104	2	0
3107	3	0.630425
3314	3	1.5
1206	3	1.095445
1201	3	1
1207	3	0.83666
1208	2	0.447214
1209	3	0.57735
1203	3	0.957427
1204	3	0.5
1205	2	0.547723
1202	2	0.894427
2203	2	0.57735
2201	4	0
2206	3	1.224745
2205	3	1
2212	3	1
2207	3	0.5
2211	3	0.699293
2204	3	0.447214
2209	3	1
2210	3	0.816497
2213	3	0.64087
3212	3	0.57735
3213	3	0.894427
3202	4	0.57735
3209	2	0.57735
3205	4	0.57735
3206	3	1
3210	3	0.57735
3203	2	0.567646
3208	3	0.5
3201	3	1.032796
4208	3	1
4207	3	0.816497
4206	2	0
4205	3	0.792961
4203	3	0.957427
4204	3	0.83666
4202	3	0.781736
4209	3	0.421637
4201	3	0.632456
4210	4	0.5
1411	3	0.57735
3419	2	0.786796
3420	3	2

APPENDIX X
Interview Participants' Frequency of Levels of Use Reported Throughout the Interview

ID	0	1	2	3	4	4.5	5	6
3622	0	0	0	4	13	3	0	0
2619	3	0	0	9	6	0	0	0
3623	0	0	0	8	7	0	0	0
2108	5	0	0	2	7	1	0	0
2102	1	0	1	8	11	0	0	0
3111	4	0	0	2	15	0	0	0
3104	0	0	0	0	0	16	0	0
3107	1	0	0	6	10	0	0	0
3314	2	0	0	1	9	4	1	0
Totals	16	0	1	40	78	24	1	0

ABOUT THE AUTHOR

Aimee L Alexander-Shea attended the College of Education at the University of Florida from 1992-1997. There she earned a Bachelor's and Master's Degree in Education. In the years since she graduated from the University of Florida, she has dedicated her career to working with at-risk students at various levels of education. Her teaching and research focuses have centered around literacy as it relates to social issues. She has served as a Reading Resource Specialist at a major high school and a Professor of Developmental Reading at a local community college.