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A DESCRIPTIVE STUDY OF HOW THREE
TEACHERS DEVELOPED AND MODIFIED
THEIR READING CONCEPTIONS
OVER TIME

By

Luthene Bruinsma Chappell

A DISSERTATION

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ABSTRACT

A DESCRIPTIVE STUDY OF HOW THREE TEACHERS DEVELOPED AND MODIFIED THEIR READING CONCEPTIONS OVER TIME

By

Luthene Bruinsma Chappell

Studies are being conducted which identify teachers' conceptions of reading, but none was found which focused on the way teachers' conceptions are developed and modified. As a consequence, the purpose of this study was to describe how teachers' conceptions of reading are developed and modified over time and to generate hypotheses concerning these conceptual changes.

The definition for conceptions of reading was taken from the writings of Buik and Duffy who defined them as "the sum of the statements which the teacher offers as an explanation for the decisions he/she makes about teaching (particularly in reading)."

The field study utilized classroom observations, formal and informal interviews and a card-sort instrument. To analyze the data, content analysis was used. Descriptions and categories of the teachers' conceptions of reading were developed. Then the

modifications of these conceptions were noted. Finally, the sources of these changes were identified and recorded.

Following the data collection, the content was reviewed and analyzed to answer the three research questions:

1. What are the conceptions of reading held by the teachers under study?
2. How do teachers believe their conceptions of reading were developed and modified over time?
3. What do teachers believe to be the significant sources of their conception change?

Based on the analysis of the data, it was discovered that teachers did have reading conceptions in varying degrees of strength and two of the three teachers had multiple conceptions of teaching and reading. Furthermore, it was discovered that the teachers modified their conceptions over time to varying degrees. Finally, it was found that the teachers believed differing sources triggered their conceptual development and change. An analysis of the card-sort responses revealed that the majority of the data regarding teachers' beliefs about their reading conceptions and the sources of conception development and change were confirmed.

Several hypotheses were generated based on the descriptive data. Hypotheses concerning the teachers'

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conceptual development and change included the following: (1) teachers base their conceptual change on a change in their reading instructional materials; (2) teachers, regardless of conceptual change, tend not to revise their beliefs about instructional grouping and evaluation; (3) teachers who develop and change to a greater degree make more independent instructional decisions; and (4) teachers who are more confident in their teaching ability develop and change their reading conceptions to a greater degree. Hypotheses regarding the sources of change included: (1) experience is the most influential source of change among teachers; (2) teacher training courses, without a field experience component, may not be valued as pertinent to teaching reading; (3) reading theory is not a verbalized source of change for teachers, and (4) school system constraints have limited influence on teacher conceptions.

Speculations were made beyond the data in order to suggest answers to new questions for which there was limited evidence. Speculations were made concerning (1) why teacher education is labeled "irrelevant" by practicing teachers, (2) why one teacher consistently stated that her teacher training was worthwhile despite conflicting operational data, and (3) why conceptions change in substance and/or focus.

Luthene Bruinsma Chappell

Implications were drawn from the descriptive data for future research, for practice and for researchers who investigate using this type of research.

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CHAPTER I

THE PROBLEM

Background of the Problem

Much of the research in reading has focused on methods and materials as a means for improving reading instruction. For instance, experts such as Chall¹ and Farr² examined the teaching of reading in terms of such elements. However, as reading studies are reviewed by experts such as Bond and Dykstra³ and Early,⁴ the findings indicate that the most important element in instructional effectiveness may be the teacher rather than the methods or materials used.

Furthermore, experts feel that it is the teacher's use of the methods and materials which undergirds teacher effectiveness and that these practices may

¹Jeanne Chall, Learning to Read: The Great Debate (New York: McGraw-Hill, 1967).

²Roger Farr, Reading: What Can be Measured? (Newark, Delaware: I.R.A., 1969).

³Guy Bond and Robert Dykstra, "The Cooperative Research Program in First Grade Reading Instruction," Reading Research Quarterly 2, no. 4 (1967):5-126.

⁴Margaret Early, "Improving Research in Reading and Writing," Phi Delta Kappan 57, no. 5 (January 1976): 298.

reflect teacher conceptions of reading. For instance, Brophy and Good say: "The teacher individual difference variable that appears to be especially important for the classroom is the teacher's belief system or conceptual base."⁵ Similarly, a University of Wisconsin research report states that "it is the teacher's own thoughts and conceptualization of the instructional process which mold and control the learning climate."⁶

A review of the literature on teachers' conceptions of reading and of reading instruction was done by Belli, Blom and Reiser which indicated a paucity of research in this area.⁷ The implications for research suggested by the above authors included "an exploration of the conceptions teachers have of the entire reading

⁵Jere Brophy and Thomas Good, Teacher-Student Relationships: Causes and Consequences (New York: Holt Rinehart and Winston, 1974), p. 262.

⁶University of Wisconsin Instructional Research Laboratory, Elementary School Teacher's Viewpoints of Classroom Teaching and Learning (Madison, Wisconsin: U.S.O.E. Project No. 5, 1015.2.12.1, 1967), p. 5.

⁷Gabriella Belli, Gaston Blom, and Ann Reiser, "Teachers' Concerns and Conceptions of Reading and the Teaching of Reading: A Literature Review," Occasional Paper No. 1, Institute of Research on Teaching, Michigan State University, 1977, p. 25. (Hereafter referred to as "Occasional Paper No. 1.")

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process, including teachers' knowledge of specific methodology."⁸

Since the above report, however, more studies have been conducted on teachers' conceptions of reading and reading instruction. One such study carried out by Johnston attempted to identify teachers' conceptions of reading and concluded that teachers do have conceptions of reading which influence their teaching behavior.⁹

A similar conclusion was reached by Barr and Duffy in an interim report for the Conceptions of Reading project being conducted as a part of the Institute of Research on Teaching at Michigan State University. This report described several teachers as having varying conceptions of reading consisting of observable dimensions of reading instructional practices which the teachers use to make decisions in their reading program.¹⁰ For example, a teacher having one belief about reading instruction may group children according

⁸Ibid., p. 27.

⁹Michelle Johnston, "A Descriptive Analysis of Teachers' Conceptions of Reading Using a Variation of the Kelly Role Concept Repertory Test," Ph.D. dissertation, Michigan State University, 1978, p. 105. (Hereafter referred to as "A Descriptive Analysis of Teachers' Conceptions.")

¹⁰Rebecca Barr and Gerald Duffy, "Teacher Conceptions of Reading: The Evolution of a Research Study," a paper presented at the AERA, Toronto, March 1978, p. 5. (Hereafter referred to as "Interim Report.")

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to standardized test results while a teacher having another belief may group children according to their interests.

In a paper further describing the progress of the above ongoing study, three major findings were reported by Duffy and Buike. First, it was found that the classroom teachers studied did have conceptions of reading; secondly, of the teachers studied, the conceptions of the majority were reflected in their instructional practices; and finally, the reading activities of most of the observed teachers reflected their conceptions.¹¹

This study, then, further explored the conclusions stated in the above studies by investigating how a teacher's conceptions of reading are developed and modified. For if a teacher's conceptions of reading are important in determining instructional practices, then reading educators should know what may cause their development and modification so this information can be incorporated into teacher training programs at the pre-service, in-service and graduate levels. The study was based on four premises. First, teachers do have varying conceptions of reading. Second, a teacher's experiences in reading

¹¹Sandra Buike and Gerald Duffy, "Do Teachers' Conceptions of Reading Influence Instructional Practice?," a paper presented at the AERA, San Francisco, California, April, 1979.

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instruction, including childhood teachers, pre-service training, in-service training, graduate level reading courses, teaching colleagues and professional literature, have a bearing on how his/her reading conception is developed. Third, a teacher's conceptions of reading are not static but change over time. Finally, a teacher's conceptions of reading may follow a sequential developmental process as proposed by Dewey many years ago.¹²

The Problem

Although studies are being conducted to identify a teacher's conception of reading, none was found which focused on the way teachers' conceptions are developed and modified. As a consequence, the purpose of this study was to describe how teachers' conceptions of reading are developed and modified over time and to generate hypotheses concerning these conceptual changes. The study utilized a triangulation approach. First, the study investigated the teacher's conceptions of reading through classroom observations which clarified each teacher's conceptions of reading while also providing questions which were used to probe regarding how these conceptions evolved. Second, the study utilized an

¹²John Dewey, "The Relation of Theory to Practice in Education," National Society for the Scientific Study of Education, Third Yearbook Part I (Bloomington, Ill.: Public School Publishing Co., 1904), pp. 9-30.

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interview technique which aided in probing for information pertaining to the development and modification of these reading conceptions. Finally, from the observation and interview data, a Card-sort instrument was constructed to help confirm the data regarding how reading conceptions were developed and modified.

Significance of the Problem

The information obtained from the data concerning the development and modification of a teacher's conception of reading contributes to educational research in six ways:

1. The study provides information pertaining to how reading conceptions are developed and modified. Such information gives teacher educators clues for use in improving teacher training programs at all levels.
2. The results of this study are useful resources for educational researchers in generating hypotheses for longitudinal studies in the development and modification of teachers' conceptions of reading.
3. The study provides useful strategies for implementing further studies on how teachers develop and modify their reading conceptions.
4. The design of the study gives researchers procedures for examining the impact of teacher training programs, professional journals, professional colleagues

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and previous teachers, on altering a teacher's conception of reading.

5. The techniques employed in this study provide a useful investigative tool for the study of the development and modification of teacher conceptions in other subject areas.

6. The identification of teachers' conceptions of reading, including their development and modification, provides valuable information to in-service and pre-service teachers as a means for evaluating their own conceptions of reading.

Definitions

The following definitions of terms are specifically relevant for this study.

Conceptions of Reading

The definition of conceptions of reading was derived from the writings of Bawden and Duffy. They defined conceptions of reading as "the sum of the statements which the teacher offers as explanation for the decisions he/she makes about teaching (particularly in reading)."¹³

¹³Robert Bawden and Gerald Duffy, "Teacher Conceptions of Reading and the Impact on Instructional Behavior," a paper presented at the Annual Conference of the International Reading Association, Atlanta, Georgia, April 25, 1979.

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Development of Conceptions of Reading

The development of conceptions of reading refers to the derivation of these conceptions.

Modification of Conceptions of Reading

The modification of conceptions of reading refers to stated changes in these conceptions during the course of the teacher's career.

Case Study

This study defined case study as it is defined by Issac and Michael: "Case studies are in-depth investigations of a given social unit resulting in a complete, well-organized picture of that unit."¹⁴

Field Notes

Field notes refer to the notes taken by the researcher in the classroom during the observation cycles.

Nonscheduled Standardized Interview Guide

Nonscheduled standardized interview guide, as used in this study, referred to the list of information

¹⁴Stephen Issac and William Michael, Handbook in Research and Evaluation (San Diego, Calif.: EDITS Publishers, 1974), p. 20. (Hereafter referred to as "Handbook.")

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and procedures from which the interviewer worked. According to Denzin, a nonscheduled interview guide gives the interviewer freedom to probe and to gather personal or social data, such as attitudes.¹⁵ The interview guide was nonscheduled because the questions varied according to the teachers' responses and standardized because the interviewer worked with the same list of procedures for all teachers.

Transcripts

Transcripts refer to the typed dialogues of the taped interview sessions and the field observations used for content analysis.

Questions to be Answered

Ultimately, it will be necessary to determine the actual genesis of teachers' conceptions of reading. At the time of this study, however, it was possible only to determine what teachers believed the genesis of and the changes in their conceptions were. Consequently, the three major questions of this study were:

1. What are the conceptions of reading held by the teachers under study?
2. How do the teachers believe their conceptions of reading were developed and modified over time?

¹⁵Norman K. Denzin, The Research Act: A Theoretical Introduction to Sociological Methods (Chicago, Illinois: Aldine Publishing Company, 1970), p. 126.

3. What do the teachers believe to be the significant sources of their conception change?

Assumptions and Limitations

There were several assumptions and limitations which influenced this study.

Assumptions

In attempting to investigate how a teacher's conceptions of reading are developed and modified, it was assumed that the conception may be a product of various sources (training, peers, journals, etc.) and with proper probing a teacher will be able to verbalize his/her thoughts on its origin.

For this study, an assumption concerning the researcher's ability to capably analyze the data collected was made. Garfinkel reflects this assumption by stating that "the coder takes the position of a socially competent member of the arrangement to be described."¹⁶ The coder or researcher was familiar with the elements being described and possessed the background information necessary to make sense of the descriptive data.

¹⁶Harold Garfinkel, Studies in Ethnomethodology (Englewood Cliffs, N.J.: 1977), p. 22.

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Limitations

The study had limitations relating to the problem, the population, the design, and the analysis of the data.

1. The use of three case studies as the sample limits the representativeness of the sample. Generalizations of the results to other classroom teachers is very limited.
2. Because the design of the study is descriptive, many variables such as teacher sex, age, in-service, or graduate training was not accounted for and thereby may have confounded the findings.
3. The subjective biases of the researcher may have influenced the study. To the extent selective judgments allow certain data in or out, or give values to their significance, or place them in one context or another, subjective interpretation is influencing the outcome.
4. The presence of the researcher in the classroom may have influenced the teacher's behavior in the instructional setting.
5. The recollections which the teachers had regarding the significant sources of their reading conceptions may have been inaccurate

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Design of the Study

The study was a descriptive study designed to explain how teachers develop and modify their reading conceptions.

Data Collection

This study employed three field or ethnographic research techniques: field observations, interviews, and instruments. Wolcott supports the use of varied research techniques when he posits that "the strength of field work lies in its 'triangulation', obtaining information in many ways rather than relying solely on one."¹⁷

The observations were conducted in the classrooms of the selected teachers using the techniques of the participant observer. These observations allowed for the necessary and careful study of the teachers' current conceptions of reading as reflected in their instructional reading practices and provided insight into how the teachers developed and modified their reading conceptions.

¹⁷ Harry Wolcott, "Ethnographic Research in Education," a proposed tape lecture for the AERA Series on Alternative Methodologies for Research in Education, n.d., p. 7.

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The interview was used in this study for two purposes. First, it helped establish the teacher's conception of reading and its development. Second, the interview served as a means to further explore the events which were observed in the classroom. Support for the interview as a means for collecting data regarding teachers' conceptions of reading was reported in a review of the study conducted by Bussis, Chittenden, and Amarel.¹⁸ Further, Gorden supports the use of the interview with observation rather than observation alone. He lists the following advantages of the combination:

1. The interview provides more opportunity to motivate the respondent to supply accurate and complete information immediately.
2. The interview provides more opportunity to guide the respondent in his interpretation of the questions.
3. The interview allows greater flexibility in questioning the respondent.
4. The interview allows greater control over the interview situation.
5. The interview provides a greater opportunity to evaluate the validity of the information by observing the respondent's nonverbal manifestations of his attitude toward supplying the information.¹⁹

¹⁸ Anne M. Bussis, Edward Chittenden, and Marianne Amarel, Beyond Surface Curriculum: An Interview Study of Teachers' Understandings (Boulder, Colo.: Westview Press, Inc., 1976), p. 2.

¹⁹ Raymond L. Gorden, Interviewing: Strategy, Techniques, and Tactics (Homewood, Ill.: The Dorsey Press, 1975), pp. 76-77.

A Card-sort measurement technique was used to obtain confirmation information of the reading conception data. Wolcott lists measurement techniques as a final category for field study data collection.²⁰ He notes this category is included essentially ". . . as a reminder that any field worker may want or need to use virtually any kind of test for eliciting information."²¹ The Card-sorts used were constructed by the researcher from the observational and interview data of each teacher. The teachers were asked to explain various reading instructional practices observed in their classrooms or spoken of in the interviews and identify how these reading practices developed.

The sample used in this study consisted of three teachers from the mid-Michigan area. They were selected from a group of twenty teachers who were screened and had volunteered to participate in the Conceptions of Reading Project sponsored by the Institute for Research on Teaching at Michigan State University.

Analysis of the Data

The data collected from the observations and interviews was qualitative and provided descriptive information on the development and modification of

²⁰Wolcott, "Ethnographic Research," p. 15.

²¹Ibid.

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teachers' conceptions of reading. To analyze the data, content analysis was used similar to a method described by George Alexander in which categories emerged from the data.²² First, descriptions and categories of the teachers' conceptions of reading were developed. Then the modifications of these conceptions which occurred over time were noted. And finally, the sources of these changes were identified and recorded.

Summary of the Problem

The specific problem studied was the identification of how teachers develop and modify their reading conceptions using the methodology of the ethnographer. In general, teacher trainers and educational researchers will be provided with important information regarding the development and modification of reading conceptions. Specifically, the study incorporated three types of data collection procedures including classroom observations, interviews and the administration of a Card-sort instrument. Following the data collection, the content was reviewed and analyzed to answer the questions:

1. What are the conceptions of reading held by the teachers under study?

²²George Alexander, "Qualitative and Quantitative Approaches to Content Analysis," in Trends in Content Analysis, ed. Ithiel De Sola Pool (Urbana, Illinois: University of Illinois Press, 1959), p. 19.

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2. How do the teachers believe their conceptions of reading were developed and modified over time?
3. What do the teachers believe to be the significant sources of their conception change?

Organization of the Remainder of the Study

Chapter II will include a brief review of related research regarding teachers' conceptions of reading, and teachers' development and modification of their conceptions of reading. Chapter III will focus more fully on the procedures for data collection and analysis. In Chapter IV, descriptions regarding how the teachers developed and modified their conceptions of reading will be presented. Summary, conclusions, implications, and recommendations will be presented in Chapter V.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The materials in the Review of the Literature were selected to provide background in the area of previous writing and research on teachers' conceptions of reading and their development and modification.

The literature reviewed is divided into two components: (1) teachers' conceptions of reading, and (2) teachers' development and modification of their conceptions of teaching in general and of reading.

Teacher Conceptions of Reading

Literature dealing specifically with teachers' conceptions of reading is scarce. According to Belli, Blom, and Reiser, there is very little research on teachers' conceptions of reading and the research on teachers' conceptions had to be drawn from outside reading and transformed to meet needs.¹

One such study was conducted by Hunt who used an adaptation of the Rep Test to help teachers make their

¹Belli, Blom, and Reiser, Occasional Paper No. 1, p. 9.

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implicit conceptions explicit.² The teachers matched students according to student characteristics, learning outcomes, and teaching approaches in an effort to get them to think about their teaching.³ According to Hunt, an important outcome of the study was the use of this research procedure which allowed teachers to verbalize their conceptions of the teaching-learning process.⁴ This procedure could be used to help teachers verbalize their reading conceptions.

Similarly, Bussis, Chittenden, and Amarel used in-depth interviews to capture and describe teacher conceptions of teaching because of their developmental, interactive, and person-oriented view of the teaching-learning process.⁵ Like Hunt, Bussis, Chittenden and Amarel were looking for practical information concerning teachers' conceptions that went beyond surface understandings.⁶ The authors concluded that their interview procedure tapped teachers' underlying conceptions and

²David E. Hunt, Teachers are Psychologists Too: An Application of Psychology to Education (Iowa City, Iowa: The American College Testing Program, 1976), p. 5.

³Ibid.

⁴Ibid.

⁵Bussis, Chittenden, and Amarel, Beyond Surface Curriculum, p. 1.

⁶Ibid., p. 171.

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that those conceptions of what was important instructionally influenced teachers' classroom behaviors.⁷

The preceding studies focused on teachers' conceptions of teaching from which conclusions about reading conceptions could be drawn as suggested by Belli, Blom, and Reiser.⁸

Since the above publication, however, studies have been done on teachers' reading conceptions. The research projects reviewed in this area have concentrated primarily on validating instruments for use in determining a teacher's reading conception and descriptive studies whose purpose was to identify teacher beliefs about reading. One such study conducted by Johnston had the purpose of identifying and describing teachers' conceptions of reading.⁹ The conclusions drawn from the findings indicated that: (1) the teachers did have reading conceptions and those conceptions appeared to influence their teaching behaviors; (2) the conceptions were personal as the teachers had individual views about what reading information was important and how they organized the information;

⁷Ibid., pp. 169 and 171.

⁸Belli, Blom, and Reiser, Occasional Paper No. 1, p. 9.

⁹Johnston, "A Descriptive Analysis of Teachers' Conceptions of Reading," p. 3.

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(3) the teachers' conceptions of reading were complex, including conceptions dealing with pupils, materials, techniques and reading beliefs; and (4) the conceptions were practical, based on teaching goals rather than knowledge of the reading process or theory.¹⁰

Furthermore, in an ongoing study, researchers at Michigan State University are attempting to study teacher conceptions of reading for the purpose of discovering how teachers decide what to do and how teachers use reading theories and models in classroom teaching of reading.¹¹ The methodology used included the field techniques of the ethnographer and the findings reflect nearly 300 classroom observations, 50 formal interviews and numerous informal interviews of 23 teachers over two school years.¹² At the time of this report, there were three major findings: (1) the classroom teachers studied did have conceptions of reading and the majority of the teachers had multiple conceptions; (2) of the 23 teachers studied the conceptions of all but six were reflected in instructional practice; and (3) the reading activities of most of the observed teachers reflected their conceptions. However,

¹⁰Ibid., pp. 105 and 106.

¹¹Buik and Duffy, "Do Teacher Conceptions of Reading Influence Instructional Practice?," p. 2.

¹²Ibid., p. 3.

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as noted by the authors this cannot fully explain instructional behavior in reading because non-reading conceptions and teaching context confounded this finding.¹³

These two sources indicate that teachers do have conceptions of reading which influence their reading instructional practices.

Another type of research being done in the area of teachers' conceptions of reading involves studies done to validate instruments developed to determine a teacher's theoretical orientation to reading instruction.

In a paper describing the evolution of the "Propositional Inventory" (PROP Sort), Duffy and Metheny suggest this instrument to be an efficient and reliable tool for assessing teacher beliefs about reading.¹⁴ The instrument yields data regarding teacher beliefs about reading both in terms of standard models (such as basal text, linear skills, natural language, interest-based and integrated curriculum models) and in

¹³Ibid., pp. 5, 6 and 7.

¹⁴Gerald Duffy and William Metheny, Measuring Teachers' Beliefs About Reading, Institute for Research on Teaching, Michigan State University, East Lansing, Michigan, 1979, p. 7.

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terms of dimensions of teacher decision making as revealed by field observation.¹⁵

DeFord discusses a validation study of the Theoretical Orientation to Reading Profile (TORP). The purpose of the study was to develop and validate an instrument which would consistently differentiate teachers according to their theoretical orientation to reading.¹⁶ The orientations were categorized as phonics, skills, and whole language. The results of the analyses supported the validity of the TORP as a reliable measure of teachers' theoretical orientation to reading.¹⁷

The preceding studies suggest that there are reliable instruments to measure teachers' theoretical orientations toward reading instruction and can therefore provide useful teacher data for the researcher studying teacher conceptions of reading.

¹⁵Ibid., p. 6.

¹⁶Diane E. DeFord, "A Validation Study of an Instrument to Determine Teacher's Theoretical Orientation to Reading Instruction," a paper presented at the National Reading Conference, San Antonio, Texas, 1979, p. 1.

¹⁷Ibid., p. 3.

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Teachers' Development and Modification of Reading Conceptions

The literature on teachers' conceptual development and modification was reviewed in two ways: teachers' development and modification of teaching conceptions in general; and more specifically their development and modification in the area of reading.

Conceptual Development and Modification of Teaching in General

Qualitative studies on teaching experience is a relatively new phenomenon. A recent, year-long study of the first year of teaching sought to increase the current knowledge base of the first year of teaching.¹⁸ The results of the study suggest that the first year of teaching is characterized by changes of varying magnitude to new personal and professional settings. First year teachers' perceptions of themselves and their teaching reflect their experiences and responses to the critical beginning of their teaching career.¹⁹

Johnston did a further analysis of the data gathered during the "First Year Teacher Study." This study sought to describe how first year teachers

¹⁸J. H. Applegate, V. R. Flora, J. M. Johnston, T. J. Lasley, G. M. Mager, K. K. Newman, and K. Ryan, The First Year Study (Columbus, Ohio: The Ohio State University, 1977), p. 2.

¹⁹Ibid., p. 11.

perceived their changes during the school year.²⁰ From interview data generated by open-ended questions about how they changed, the following four topics emerged:

(1) teacher's perception of changes in his/her relationships with others in the work environment, (2) teacher's perceptions of changes in his/her planning and organizing for instruction and in the instructional process itself, (3) teacher's perceptions of changes in his/her ability to tolerate and respond to student misbehavior, and (4) teacher's perceptions of changes in his/her confidence in the ability to succeed as a teacher.²¹

Further, a followup study was conducted by Applegate and Lasley. The purpose of this investigation was to follow through the second year of teaching done by the group of teachers who were intensely studied as part of the "First Year Teacher Study."²² Because little data had been gathered longitudinally about the progression of teachers through their careers, it was felt that contact should be maintained with the teachers

²⁰John M. Johnston, "First Year Teachers: Perceptions of Changes," rough draft of a paper presented at the American Educational Research Association, San Francisco, 1979, p. 11.

²¹Ibid., p. 13.

²²Jane Applegate and Thomas Lasley, "The Second Year of Teaching: A Follow-up Study," a paper presented at the American Educational Research Association, San Francisco, 1979, p. 2.

and recordings should be kept of the changes they perceived.²³ They found that the changes perceived by the second year teachers dealt with their instructional skills as the major source of change, noting that they had more of the necessary competencies required of a teacher during the second year.²⁴

Finally, a study was reviewed which explored some middle-aged teachers' perceptions of their own development.²⁵ Using qualitative methodology, the investigator interviewed ten middle-aged public school teachers about their career development.²⁶ From the teachers' accounts, there emerged several tentative stages of teacher career development including:

- (1) the first decade as a time of high satisfaction with teaching and mobility of position;
- (2) the second decade characterized by a more stable position and a drop in satisfaction with teaching; and
- (3) the third and fourth decades characterized by

²³Ibid.

²⁴Ibid., p. 11.

²⁵Katherine Newman, "Middle-Aged Experienced Teachers' Perceptions of Their Career Development," a paper presented at the American Educational Research Association, San Francisco, 1979, p. 1.

²⁶Ibid., p. 2.

independence from unions, increased fellow-teacher support, followed by retirement decisions.²⁷

In the same study, the teachers were asked to describe the major changes they had noticed in themselves. The changes noted by the teachers included alterations in teaching methods, more flexibility in dealing with students, and less energy as they progressed in age and experience.²⁸

The preceding studies all focused on conceptual development and modification of teaching during various stages of a teacher's career. The findings in all the studies suggested that teachers do have conceptual changes as they progress through their careers. The areas of change included feelings about themselves as teachers, their relationships with students and colleagues, and their approach to presenting the subject matter. The studies reviewed did not pertain to teachers' reading conceptions in particular but did provide useful knowledge about how teachers perceive their conceptual development and modification in regards to teaching in general.

²⁷Ibid., pp. 3, 4 and 5.

²⁸Ibid., p. 5

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Conceptual Development and
Modification in the Area
of Reading

No research has been found which focuses primarily on the development and modification of a teacher's reading conception. There are studies, however, which are related to this issue. These are divided into two types. The first type includes research which indicates that various sources such as training, professional journals, colleagues, and experience do have a bearing on the development of a teacher's conception of reading. The second type includes studies which support the hypothesis that teachers do modify their conceptions of reading.

Regarding the impact of the previously mentioned sources on a teacher's conception of reading, Turner reviewed research in teacher education and noted: "It becomes apparent teacher training does have some impact on teacher instructional practices and teacher success."²⁹

Similarly Parker conducted a study which evaluated a Performance-Based Teacher Education Program using opinions of students, graduates, and faculty in the program. The study concluded: "Graduates of the

²⁹ Richard Turner, "An Overview of Research in Teacher Education," Teacher Education 74:2, ed. Kevin Ryan, NSSE (Chicago: University of Chicago Press, 1975), p. 97.

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program feel that they are effective in applying competencies learned in the program and seemed to be what they need as classroom teachers."³⁰

Rubin, in a study on teachers' conceptions of language, found some teachers viewed their pre-service and graduate level training as useful and all the teachers studied considered in-service training as very beneficial.³¹ The study also reported that the teachers valued their years of teaching and their colleagues' teaching experiences as having the greatest influence upon their development as teachers.³² Finally, the researcher noted that four of the teachers identified professional journals as being influential in their instructional practices.³³

As a concluding study in this area, the Applegate/Lasley study noted that the second year teachers felt their teacher education programs were adequate. These

³⁰ Reese Parker, "Weber State College Evaluated PBTE After Three Years," Phi Delta Kappan, January, 1974, p. 324. (Hereafter referred to as "PBTE Evaluation.")

³¹ Joseph Rubin, "A Descriptive Study of Teachers' Conception of Language as Affecting the Decision-Making in Planning and Evaluating Students' Writing in Grades Four, Five and Six," Ph.D. dissertation, Michigan State University, 1978, p. 102. (Hereafter referred to as "A Descriptive Study of Language Conceptions.")

³² Ibid.

³³ Ibid., p. 103.

were the same attitudes they expressed following their first year of teaching.³⁴

These studies indicate that teachers believe there are many educational sources which have a bearing on the development of teachers' instructional practices.

Regarding the modification of teacher conceptions, findings in the Johnston study indicated modification of a teacher's conception of reading may be influenced by classroom experiences. The researcher states:

The findings were unable to determine if the conceptions had foundations in knowledge of the reading process or theory. Perhaps, as suggested by the practical focus of the teacher's discussions, their conceptions were formed to meet reading problems.³⁵

Similarly, in the Barr/Duffy report, the authors note: "The manner in which teacher beliefs affect practice is conditioned by institutional and classroom characteristics."³⁶ For instance, they report the possibility that characteristics such as instructional mandates and socio-economic status of the context, among

³⁴Applegate and Lasley, "The Second Year of Teaching," p. 4.

³⁵Johnston, "A Descriptive Analysis of Teachers' Conceptions," p. 114.

³⁶Barr and Duffy, "Interim Report," p. 4.

others, may be influencing the modification of the teacher's conception.

The findings in these two studies would support the hypotheses that teachers do modify their conceptions of reading over time and that these modifications may be influenced by experiences in the classroom.

Summary of the Review of the Literature

The Review of the Literature provided a framework for the procedures used in the study. First, literature was reviewed which dealt with teachers' conceptions of reading. This research focused on descriptive studies of teacher beliefs about reading and validation studies on instruments used to measure these teacher beliefs. Because very little research was done on how teachers develop and modify their reading conceptions, literature on the development and modification of teaching conceptions were examined, followed by materials on teachers' reading conceptions, development and change. Information from studies which provided information concerning teachers' reading conceptual change and those studies illustrating conceptual change were helpful in attempting to tap how teachers develop and modify their reading conceptions.

CHAPTER III

PROCEDURES

Introduction

The purpose of this study was to describe how three teachers developed and modified their reading conceptions and to generate hypotheses concerning these conceptual changes. More specifically, the study attempted to identify: (a) the conceptions of reading held by each teacher, (b) how these conceptions were developed and modified over time, and (c) what sources of change significantly modified some or all of the teachers' conceptions of reading. To accomplish these tasks, a descriptive study was designed using a triangulation approach.

Procedures

Population and Sample

To answer the research questions, three first grade teachers were selected from a pre-selected group of 13 elementary teachers. The selection of the 13 teachers was based on the following criteria:

1. Subjects' willingness to volunteer for the project. During May and June of 1978, teachers were

recruited for the Conceptions of Reading Project* from various mid-Michigan schools. Meetings were set up at the schools where the teachers were told about the project and what their involvement would encompass. Those who wished to volunteer were included on a list of possible subjects for the project.

2. Subjects' proximity to Michigan State University. Because the observations would be numerous, and each researcher would be responsible for more than one teacher, some consideration was given to the distance of the school from the university.

3. Subjects' beliefs about reading. In order to select the final 13 teachers, the Propositional Inventory and simulation vignettes were administered to the volunteers (see Appendices A and B). These instruments were used to provide exploratory data regarding whether the teachers thought about reading in conceptual patterns and what these conceptual patterns were.

4. Subjects' teaching assignment. Because the major focus of the study was to investigate teachers' reading conceptions, it was important to study teachers who were involved in formal reading instruction. The selected teachers had teaching assignments in first,

*Conceptions of Reading Project, Institute for Research on Teaching, Michigan State University, East Lansing, Michigan.

second, or third grade classrooms where formal reading instruction was most likely to take place.

The sample of three teachers was drawn from the selected population on the basis of the following criteria:

1. Subjects were first grade teachers. (a) It was decided that each teacher studied should be instructing children in the beginning skills of reading. This aspect of reading instruction would be most prevalent in a first grade classroom. (b) The researcher was most familiar with first grade reading instruction. As Schatzman and Strauss state, "the researcher needs to know in advance some of the general characteristics of the people involved."¹

2. Subjects' conception of reading. Through the use of the results of the Proposition Inventory, the simulation vignettes, and preliminary observations, a tentative conception of reading framework was developed for each teacher. From these frameworks, the teachers were selected according to their differing beliefs about reading instruction.

3. Subjects' teaching assignment. Each of the teachers studied had teaching assignments located in

¹Leonard Schatzman and Anselm Strauss, Field Research (Englewood, New Jersey: Prentice-Hall Inc., 1973), p. 19.

various socio-economic neighborhoods. The three selected teachers taught in high, medium and low socio-economic neighborhood schools.

The subjects were not chosen for comparative purposes but, rather, to provide a descriptive study of how three teachers developed and modified their reading conceptions.

The sample size of three was selected with Schatzman and Strauss' concept of "feasibility" in mind which stated, "Case studies are intensive and time consuming and much valuable information would be lost if many cases are studied at one time."²

As indicated in Table 1, the three teachers were experienced, having taught 13-21 years, all had Master's degrees and preferred teaching at the first grade level. Additionally, all of the teachers were females because no males had volunteered for the original Conceptions of Reading Project.

To protect the identity of the teachers and to respect their privacy in discussing sensitive issues, each teacher was assigned an identification number. When the teachers' quotations are included from observation or interview transcripts, the quotations are followed by the teacher's identification number.

²Ibid.

TABLE 1.--Teacher Background Data.

Teacher	Years of Experience	Educational Background	Grade Preference
#02	21	MA: Reading Instruction	1st
#04	13	MA: Reading Instruction	1st
#09	15	MA: Library Science	1st

Data Collection

The data were collected using three field research techniques: field observations, interviews and instruments. Wolcott suggests that the strength of field work lies in its "triangulation," by obtaining information in many ways rather than relying solely on one.³ This study investigated the teachers' conceptions of reading through (1) classroom observations which clarified each teacher's conception of reading, and also provided the impetus for the questions used to probe regarding how these conceptions evolved; (2) interviews with the teachers to discover information pertaining to the development and modification of these reading conceptions; and (3) construction of a card-sort instrument, from observational and interview data, to help confirm the data regarding how these reading conceptions were developed and modified.

Classroom Observation

The observational data in this study were collected at four times during the 1978-1979 school year. The classroom observations occurred at four crucial times during the year as identified by

³Harry Wolcott, "Ethnographic Research in Education," p. 7.

Yinger.⁴ The time periods and their importance are described in Table 2.

TABLE 2.--Data Collection Time Periods.

Time Period	Significance
September-October	Teacher's diagnosis/organizational period
November-December	Teacher's instructional period (initial phase)
February-March	Teacher's instructional period (substantive phase)
May-June	Teacher's evaluation period

Each classroom was observed from three to five times during each observational cycle. The classrooms were observed primarily during the reading instructional time which was different for each of the teachers. Consequently, the teachers were observed at various times during the day. One teacher taught reading in the morning only and therefore was observed in the morning. Another teacher specifically stated that she taught reading in the morning and early afternoon so was observed during those time periods. The third teacher

⁴Robert Yinger, "A Study of Teacher Planning, Description and Theory Development Using Ethnographic and Information Processing Methods" (Ph.D. dissertation, Michigan State University, 1977), p. 332.

said she taught reading all day long in all subject areas so she was observed all day as much as possible.

There were interim observations which occurred between each observational cycle. The purpose of these visits was to continue the relationship between the classroom students, teacher and the researcher during the time intervals between the observational cycles.

The specific procedures for collecting the observational data were as follows:

1. During the first cycle, each teacher was called the evening prior to the classroom visit. As the teachers became more comfortable with the observations, all three teachers suggested that the researcher only contact the school in order to discover if the teacher would be attending school that day.

2. Upon arriving in the classroom, the researcher would station herself at various positions in the room and take field notes on a yellow legal pad noting the time, the speaker(s), the instructional activity and any other pertinent comments made by the teacher or students (see Appendix C for field note sample).

3. At the end of the observation, the researcher would ask the teacher about any puzzling aspect of the happenings or comments occurring that day.

4. Finally, field notes were typed and filed for future analysis.

Interviews

The interview sessions occurred after each of the four observational cycles. They were conducted before school, after school or when the teacher had "free" time while her class was in gym, music or art. The teachers chose the time which best fit their schedule and the interviewer complied with their needs.

Although Bussis, Chittenden and Amarel indicated that settings apart from the school in which the teachers worked were more conducive to a leisurely, reflective pace because they were free from the intrusions and immediacy of school-related matters,⁵ the teachers preferred their classrooms for the interview setting.

The interviews lasted from one to two hours. Although the format was the same for each interview, the time varied because the teachers volunteered more or less information and some of the interview schedules contained more items and/or required more probing.

The teachers were asked to respond to some of the items according to how they were taught to read; and how

⁵Bussis, Chittenden, and Amarel, Beyond Surface Curriculum, p. 42.

they taught reading their first year of teaching, their second through fifth years of teaching and according to their present teaching style.

The interviews utilized a nonscheduled standardized format (see Appendix D) which was constructed by the group of researchers working in the Conceptions of Reading project. The procedure for choosing the items in the interview schedule were as follows:

1. Each researcher was given a basic set of interview items based on eight decision-making dimensions identified by Barr and Duffy.⁶ The interview items were studied and reacted to at a Conception of Reading meeting the following week.

2. At the meeting, the schedule was discussed and decisions made about items to be included, eliminated, or added.

3. The interview schedule was then typed and used as the basis for the taped interviews with all the teachers being studied.

4. After the interview was completed, transcripts of the taped interviews were typed (see Appendix E) and filed for future analysis.

⁶Barr and Duffy, "Teachers' Conceptions of Reading," p. 10.

Card-Sort Instrument

A card-sort measurement technique was used to obtain confirmation information regarding the reading conception data. The card-sort used in this study was constructed by the Conceptions of Reading project director and the researcher (see Appendix F). The card-sort schedule was based on the previously mentioned eight decision-making dimensions identified by Barr and Duffy.⁷ These dimensions included the following:

1. criteria for judging pupil reading progress;
2. criteria used in evaluating and selecting instructional material;
3. criteria used in reading group formation;
4. how instructional time is allocated to various reading activities;
5. how instructional time is allocated to various ability levels;
6. favored word recognition prompts and cues;
7. comprehension emphasis and strategies; and
8. instructional role favored by the teacher.⁸

Four statements regarding each of the decision-making dimensions were typed on 3 x 5 cards. These statements reflected various reading models including a skills model, a basal model, a language model and an

⁷Barr and Duffy, "Teachers' Conceptions of Reading," p. 10.

⁸Ibid.

integrated whole model. An example of the statements included for Dimension I is as follows:

What do you believe to be the best way to judge pupil success in reading?

- The number of skills learned
- The number of basal text levels accomplished
- How well language is used while reading, writing and speaking
- Enthusiasm for reading and language activities during all phases of school

An empty card was also included to give the teacher an opportunity to respond in a way other than the card-sort statements allowed.

The first eight items in the card-sort were designed not only to help confirm the information gathered about the teachers' present reading conceptions but also about how the teachers believed they developed and modified their reading conceptions. Consequently, each teacher was asked to respond to the items according to how they remembered being taught to read; and how they taught reading their first year of teaching, their second through fifth years of teaching and how they teach reading at the present time.

An additional item was included to help confirm data regarding what sources of change were most significant in the development and modification of the

teachers' conceptions of reading. That item is as follows:

What do you believe to be the source that had the greatest impact on your conception of reading?

- Experience
- Other teachers
- Teacher training
- School system constraints
- Early education
- Professional literature
- Empty card

All of the categories under the above card-sort item came from statements made by the teachers during formal interviews and informal talk occurring during or after an observation.

The procedures for administering the card-sort were as follows:

1. The subjects were asked to arrange the cards in descending order of importance according to what they believed about the particular item in question.

2. The specific order of the cards was recorded as well as any oral or written statement made by the teachers.

3. The teachers were asked to arrange the cards from four different perspectives. They arranged the

cards according to how they were taught to read, according to how they taught their first year of teaching, their second through fifth years of teaching and, finally, according to how they teach reading at the present time.

Summary of Procedures

The study employed three field research techniques including field observations, interview and a card-sort instrument. The classroom observations enabled the researcher to discover the teachers' conceptions of reading while also providing the genesis for the probing questions regarding how these conceptions evolved. The interviews aided in the discovery of information pertaining to the development and modification of these reading conceptions. Finally, the card-sort instrument was constructed to help confirm the observational and interview data regarding how these reading conceptions were developed and modified.

Data Analysis

Background

The field study data included numerous typed field notes, typed transcripts of twelve taped interviews, and three card-sort response sheets. Because the data were qualitative, content analysis was used to examine the data.

The procedures of content analysis used in this study were derived from the analysis procedures explicated by Krippendorff who stated that:

. . . content analysis be restricted to the use of replicable and valid methods for making specific inferences from the text to other states and properties of its source.⁹

More specifically, the procedures utilized qualitative analysis to make inferences from the field notes, interviews and card-sort responses. Inferences were made from the data and fit into Barr/Duffy's eight decision-making dimensions and new categories which developed from the emerging data.

The inferences were made from the observational, interview and card-sort data through the use of replicable steps which are recorded in the ensuing section of the chapter. These inferences provided descriptions of the teachers' conceptions of reading, including their development, modification and sources of change.¹⁰

Analysis of the Data

The field study data were analyzed to answer the following three research questions:

⁹Klaus Krippendorff, "Models of Messages: Three Prototypes," in The Analysis of Communication Content, ed. G. Gerbner, et al. (New York: John Wiley and Sons, Inc., 1969), p. 70.

¹⁰Barr and Duffy, "Teachers' Conceptions of Reading," p. 10.

1. What are the conceptions of reading held by the teachers? with a conception being defined as:

The sum of the statements which the teacher offers as explanations for the decisions he/she makes about teaching (particularly in reading).¹¹

2. How do the teachers believe their conceptions of reading developed and changed?

3. What do the teachers believe to be the significant sources of their conceptual change?

The three sources of data which were analyzed included field notes, interview transcripts and card-sort responses. Each of these sources were analyzed according to specific steps which will be described in the ensuing sections.

Field Notes

The field note data were analyzed in the following manner:

1. The field notes were read immediately following their collection to insure their legibility and accuracy.

2. After the field notes were typed, they were read in their entirety five times.

3. During each of the readings, notes were written in the margins indicating the various conceptions the teacher-made statements denoted. With each

successive reading, the marginal notes were reconsidered and then changed or re-emphasized as deemed necessary.

4. The statements were then classified into two categories--one containing conceptual statements and the other statements of practice. A conceptual statement was defined as a statement made formally or informally to the researcher or children as an explanation of a practice, i.e., ". . . to try to read them (books) when you do not have enough skills to be successful can be very frustrating" (#09, Interview, 2/23/79, p. 23). A statement of practice was defined as "teacher-talk" during an instructional episode, i.e., child: "Why am I writing these words?" teacher: "Because those are the ones you are learning in reading. We are all writing the ones we need" (#04, Field Notes, 9/25/78, p. 23).

5. The conceptual statements were then categorized and counted. If a category contained five or more teacher statements, it was considered to be a part of that teacher's conception of reading. The more statements a category contained, the stronger the conception was believed to be. An example of a categorized conceptual statement is: ". . . to try to read them (books) when you do not have enough skills to be successful can be very frustrating" (#09, Interview, 2/23/79, p. 23), Basic Skill Foundation.

6. The practice statements were categorized and counted. If a category contained five or more teacher statements, it was considered to be a part of that teacher's practice. An example of a categorized practice statement is: "Because those are the ones you are learning in reading, we are writing the ones we need" (#04, Field Notes, 9/25/78, p. 1), Basal Model - Whole Word.

Interview Transcripts

The process used to analyze the interview transcripts took place according to the following steps:

1. The taped interviews were typed and read five times. Notes were written in the margins, indicating statements which denoted a conception development and/or change as well as sources of the conceptual changes. With each successive reading, the marginal notes were reconsidered, then changed or re-emphasized as deemed necessary.

2. The statements depicting a conception development and/or change were classified into four time frames consisting of how the teachers were taught to read, how they taught reading their first year of teaching, their second through fifth years of teaching and

how they presently teach reading.¹¹ Each time frame was listed on a 5 X 7 card, along with a conceptual category. Statements supporting the concept were written on the card, complete with the citation.

3. The time frames were then compared and inferences made concerning how the teachers believed their conceptions developed and changed over time.

4. The interview transcripts were also studied for statements pertaining to sources of conception change. Each time a statement was found which attributed the development and/or change in a conception to a particular influence, it was counted and recorded next to the stated influence.

5. If a teacher spoke of a source of change five or more times, it was considered a significant source of change.

Card-Sort Responses

Because the card-sort responses were used as confirmation information of the findings concerning the three research questions, the responses were analyzed in the following ways:

1. The teachers' responses were categorized according to the conceptual model each item represented.

¹¹Dewey, "The Relationship of Theory to Practice in Education," pp. 9-30.

An example using Dimension 1, which asks what do you believe to be the best way to judge pupil success in reading is as follows:

- the number of skills he/she has learned (Skills Model)
- the number of basal levels he/she has completed (Basal Model)
- the competency with which he/she uses their language sense, both orally and when reading (Language Model)
- the enthusiasm he/she exhibits for reading and language activities throughout all aspects of school (Integrated Whole Model).

2. The categories were then set up in four tables per teacher, according to how the teachers remembered being taught to read, how they taught reading their first year of teaching, their second through fifth years of teaching and how they teach reading now.

3. Because the teachers were asked to arrange the cards in descending order of importance according to what they believed about the particular item in question, the responses for each dimension were given a numerical value with the most important response receiving a one and the least important response receiving a four or five, depending on whether the empty card was used. These numerical values were then put in the columns and added together. The column whose total number added up to the least amount was deemed to be the strongest conceptual model for that teacher and the column with

the highest total number was considered to be the least important conceptual model for that teacher.

4. The results of the card-sort were then compared to the conceptual statements made by the teachers. In this way it was determined if the card-sort results confirmed the conceptual findings regarding the teachers' present conceptions of reading and their development and modification.

In order to confirm the findings concerning the significant sources of conceptual change over time, card-sort item number nine (what sources made a significant impact on your conceptions of reading) was analyzed in the following manner:

1. The teachers' responses were recorded next to the sources of change.

2. Because the responses were given in descending order of importance, the change agent rated as a one was considered to be the source of change having the greatest impact and the source with the highest number (seven) was considered to be that teacher's least significant source of change.

3. The responses recorded on the card-sort were compared with the sources of change discovered through the interview sessions. If the card-sort source of change matched the interview source of change in strength

and importance, it was considered to be confirmation of the significance of that source which the teacher held as a conceptual change agent.

Summary

This qualitative study of three teachers consisted of the analysis of recorded classroom observations, interviews, and a card-sort measurement device. The data were analyzed in order to determine the answers to the following questions: (1) what did the teachers believe were their conceptions of reading, (2) how did they believe these conceptions were developed and modified over time, and (3) what sources did they believe had the greatest impact on the development and modification of their conceptions of reading.

The data collected from the observations and interviews were qualitative and provided descriptive information on the development and modification of reading conceptions. To analyze the data, content analysis was used in which emerging data were continually fitted into existing categories or new categories were created. First, descriptions of the teachers' conceptions of reading were categorized. Second, the modification of these conceptions which occurred over time were noted. Third, the sources of these changes were identified and recorded. Finally, confirmation information was

developed through the analysis of the card-sort
instrument.

CHAPTER IV

FINDINGS

Introduction

Overview

The purpose of the study was to describe the development and modification of three teachers' conceptions of reading and to generate hypotheses concerning these conceptual changes. The findings are presented in three ways. First, the results concerning each teacher's conceptions of reading, how they were developed and modified, and the sources which influenced their conceptual development and change are presented graphically and supported by quotations. Secondly, a brief discussion of the card-sort data as a confirmation measure is presented for each teacher. Finally, the answers to the research questions are presented.

Data Presentation Formats

The data for each teacher's reading conception are presented one at a time. The discussion of each teacher and the results are presented utilizing three

formats which are explicated in the following sections. First, the format for the findings regarding the specific reading conceptions held by each teacher and how they believed these conceptions evolved is presented. Second, the format used to display the results regarding the sources of change each teacher believed had a significant impact on their conceptual change is discussed. Finally, the card-sort data format are presented.

Reading Conception Data Format

The findings concerning the teachers' conceptions of reading and how they evolved are presented graphically. The teachers' conceptions and their changes were represented by circles; the circles were larger or smaller depending upon the number of statements the teacher made for that conception. The circles intersect one another if the teacher saw the conceptions as blending together. The circles were arranged in quadrants which represented conceptions labeled as "content-centered," "pupil-centered," "reading-learning," and "child'environment." Content centered conceptions referred to such models as basal text and linear skills. Pupil-centered conceptions encompass natural language, interest and integrated

curriculum models.¹ Reading-learning conceptions refer to those held by teachers whose decisions are guided by the curriculum, while child-environment conceptions are those held by teachers who tend to make instructional decisions based on the interrelationship of the child and his/her environment. Hence, the chart simultaneously displayed the number of conceptual categories each teacher held, the apparent strength of each conception and the way in which the conceptions related or failed to relate together.

In order to display the data concerning the development and modification over time of the teachers' reading conceptions, four different figures were constructed from the statements made by the teachers. The first figure presents the various reading conceptions she dealt with as she was taught to read. The second figure portrays her conceptions during her first year of teaching. The third figure depicts her conceptions during the second through fifth years of teaching. Finally, her present reading conceptions are presented. Following each figure, supporting statements are included to give evidence for the conceptions pictured.

¹Gerald Duffy and William Metheny, "The Development of an Instrument to Measure Teacher Beliefs About Reading," in M. Kamil and A. Moe, eds., Reading Research: Studies and Application, 28th Yearbook of the National Reading Conference, Clemson University, Clemson, S.C., 1979, p. 8.

Sources of Change Data Format

The findings regarding what the teachers believed to be the significant sources of their conceptual change were presented in table form. The table presented the number of statements each of the teachers made regarding the sources to which she attributed the changes in her conceptions of reading. If a particular source was mentioned five or more times, it was considered a significant influence. Representative statements for each source are given.

Card-Sort Data Format

The findings from the card-sort are presented in their entirety for each teacher. Because the card-sort had as its primary purpose the confirmation of the field data, the format also included a comparison table of the field data and the card-sort data located in the summary sections.

Findings Regarding Teacher #02

Background

Teacher #02 has twenty-one years of experience teaching primary grade children in a variety of locations, including overseas and on an Indian reservation. She has a Master's degree in Reading Instruction. During the year she was studied, she taught a first grade in a

high socio-economic suburb of a mid-western city which was located near a large university. She had sixteen pupils in her class, including one emotionally impaired student and two children with learning disabilities. The classroom was neat, attractive and well equipped, and Teacher #02 had a warm and sincere relationship with her students.

Specific Findings

The findings regarding Teacher #02 are presented in three parts. First, the findings concerning her present reading conceptions will be presented. Second, the findings relating to the development and modification of these reading conceptions will be discussed. Finally, a discussion on the findings regarding the teacher's sources of conceptual change will be included.

Conceptions of Reading, Their Development and Modification, as Evidenced Through Conceptual and Practice Statements

Present

Teacher #02's present conceptions of reading are illustrated in Figure 1.

Basal as a literature source.--Teacher #02

speaks often of her use of the basal as a source of reading instructional literature. She did not feel it

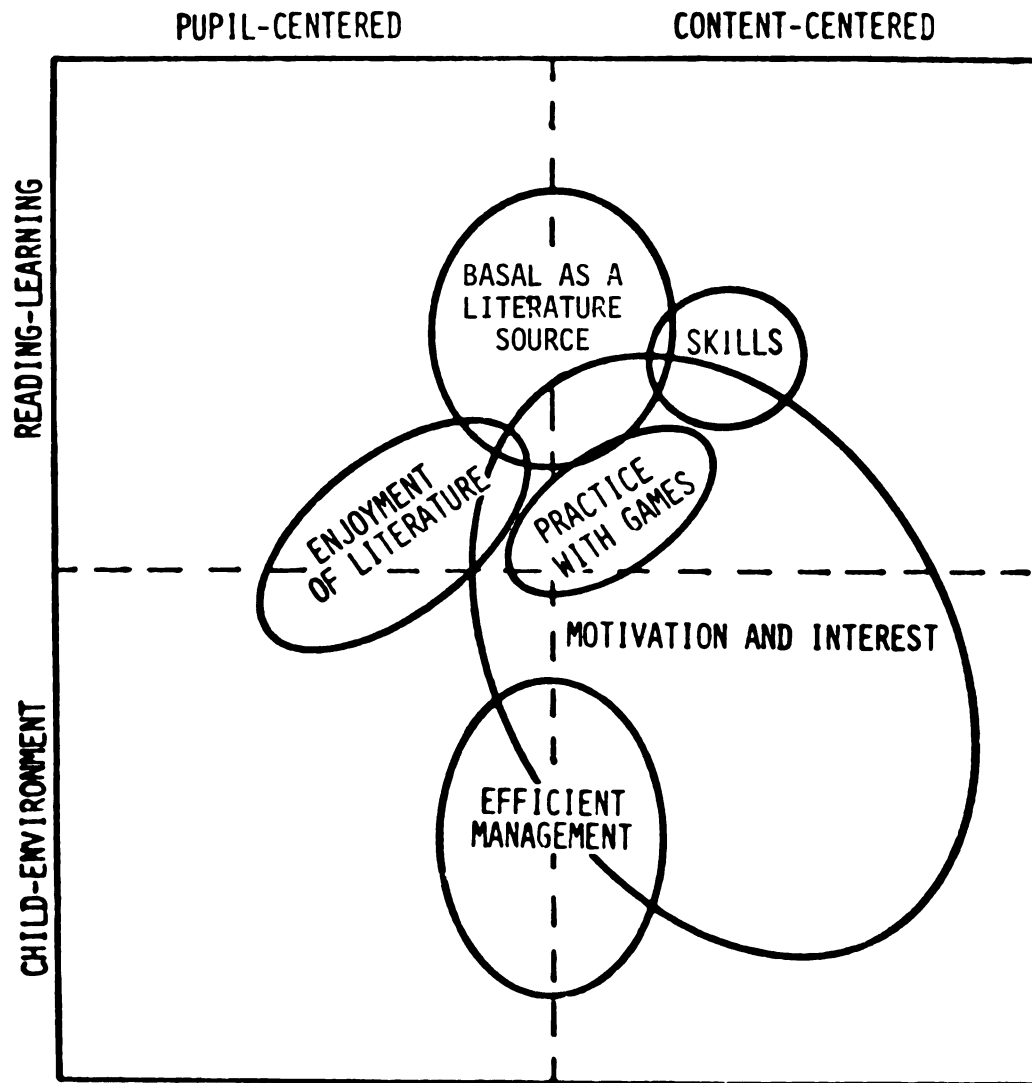


Figure 1.--What Teacher #02 Says Guides Her Decisions at Present.

was the only viable reading instructional material, but it was a good source. She incorporated into her teaching her beliefs about the importance of interest and motivation when she used a basal textbook to teach reading. In interviews, she made conceptual statements which gave evidence for her special use of basals. One such statement is:

. . . I still feel you should use what they're interested in . . . and, as I said before, for each group try to use a different basal (series) so that people in the background haven't heard the stories and get bored (Interview, May 21, 1979, p. 23).

In a practice statement, supporting her basal conception in conjunction with her interest conception, she explained the use of the basal entitled Rockets to a group of youngsters during a reading lesson when she said, ". . . I chose this book because of the movie 'Star Wars'" (Field Notes, September 20, 1978, p. 11).

Skills.--Teacher #02 spoke of the importance of teaching reading skills to the children and commented on how exciting it was when they began to use them on their own:

. . . They start reading and they're so thrilled, and they put the different things that we've been learning in our skill lessons altogether in one (Interview, September, 1978, p. 6).

In a statement of practice, Teacher #02 explained the purpose of a test to a reading group and in doing so supported her belief in the importance of learning reading skills: "A test page tells me what reading skills you know and what I need to teach you yet to become better readers" (Field Notes, 5/14/79, p. 4).

Practice with games.--Teacher #02 speaks about games which are used to practice the skills: "

. . . You have to work with them (the skills) all day long, not just in reading You introduce some of the skills and play a few games and, before you know it, they're ready to attack new things (Interview, September, 1978, p. 7).

Not only does she talk about the relationship of the skills and the games, but in practice she consciously speaks to the children about this relationship as evidenced by this conversation which is recorded as follows:

T: . . . You know something that really makes me happy? We can play this game because we all know our what?

C: . . . Our A, B, C's.

T: . . . Because we worked so hard this week on our A, B, C's we all could play this game today (Reading Group Transcript, September 18, 1978, p. 23).

Enjoyment of literature.--The children in Teacher #02's room were encouraged to enjoy literature through various means. Often she would share the

literature she enjoyed herself with the children in practice, as evidenced by her sharing of a poem from her favorite poetry book.

Teacher shares her poetry book. Reads one orally to the children. Kids decide to write poem for seatwork to share with family (Field Notes, November 30, 1978, p. 30).

She also encouraged the children to bring in their own favorite books. Sometimes the books would be used in reading groups, as evidenced by the following statement:

. . . I'm really happy you went to the library and brought the book to share with me. Instead of the things I had planned for you, we're going to play a game using words from your book (Field Notes, February 12, 1979, p. 1).

She also encouraged their love of books by reading their special books aloud to the class. "Teacher reads story to children (Becky's book, Be My Valentine Charlie Brown). Kids on floor--loving it--all eyes and ears tuned in" (Field Notes, February 7, 1979, p. 1). The importance she placed on the enjoyment of literature was also evidenced by many conceptual statements such as "I read to them (every day) because that was one of the highlights . . . and everyone can enjoy one story" (Interview, February 27, 1979, p. 14).

Efficient management.--Although this concept is not directly related to reading, Teacher #02 felt it was a necessary ingredient for successful teaching of reading.

She spent the first month of school training the children into the classroom routine. The routine she informed the children of included:

. . . what do you expect as a teacher . . . you do this through games, rhythm band and stories I read that have morals and things Now I don't have to hardly ever say anything to my children . . . they would rather vote to work than play . . . they're motivated in a happy, safe atmosphere and you've got to build up their self-image (Interview, February 27, 1979, p. 27).

She put her concept of an efficient management system into practice every day. As one reviews all of the field notes, the ease with which each school day proceeds gives evidence of her ability as an efficient manager.

Motivation and interest.--The concept Teacher #02 builds her total instructional program on is interest and motivation as evidenced by the following excerpt from a reading lesson.

(They recall funny parts of a story. They all laugh together.)

T: I think this will be one of our favorite stories.

C: I think it will be my favorite reading book (Field Notes, February 7, 1979, p. 2).

Statements such as "But I do think that motivation is one of my key things because I would put that first in all of my teaching--motivating" (Interview, February 27, 1979, p. 19) and "children are children and mine

(teaching techniques) is all motivation" (Interview, May 21, 1979, p. 10) give evidence for this strong belief. A statement made later in the same interview best sums up Teacher #02's belief in motivation and interest as her strongest conception of reading and teaching:

I believe I should motivate children to read, provide interesting material and see that everyone receives the same amount of attention . . . and provide an interesting variety in the programs so that they aren't bored. Motivation and loving to read are my two big things (p. 27).

How Taught

Teacher #02's belief about how she was taught to read is illustrated in Figure 2.

Phonics.--Teacher #02 remembered being taught to read in the first grade through the use of phonics. When asked how she was taught reading, she readily answered, "We were taught by phonetics. All my basic reading was done in phonetics" (Interview, February 27, 1979, p. 1).

Basal.--Teacher #02 also vividly remembered using a basal textbook as the primary reading instructional material. She also recalled how it was used: ". . . We had a reading circle and she had it in little

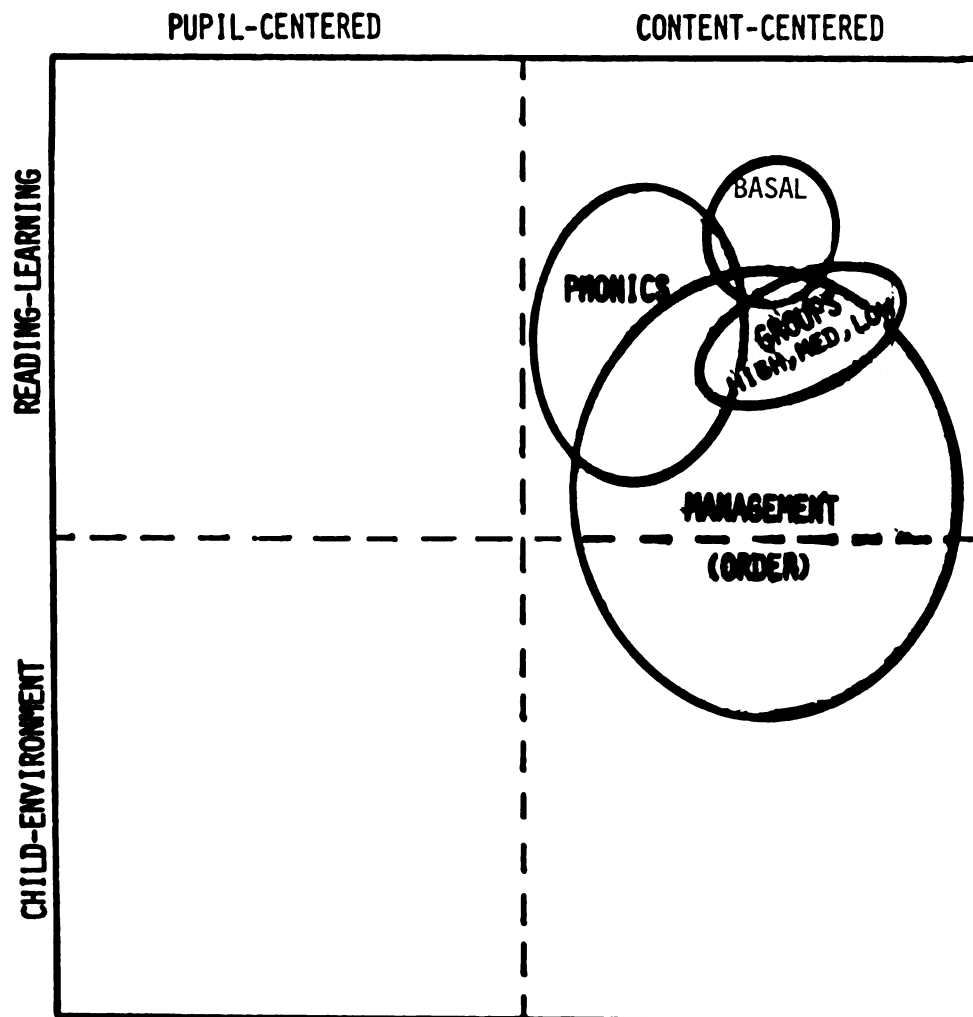


Figure 2.--How Teacher #02 Said She was Taught.

chairs . . . the teacher sat in the middle" (Interview, February 27, 1979, p. 2).

Grouping.--Teacher #02 recalled how the grouping process worked:

. . . she had them (groups) blue, pink and yellow. And you didn't want pink. You thought the blue and yellow was the best group because they sent our cards home. You know, we got a blue card if we were doing fine, a yellow card if you're an average student and a pink card usually said you were having trouble. "Parents, please come and see me" was written out" (Interview, February 27, 1979, p. 2).

Management (order).--The most memorable aspect of Teacher #02's early schooling, which also affected the reading instruction she received, was the strict management system. This affected reading as evidenced by

. . . I remember wanting to take that one (the word "gate") home to make sure that I knew it because I didn't want to miss anything in school . . . we weren't above getting a few swats (Interview, February 2, 1979, p. 3).

It also permeated all aspects of school. "At school everything was precise, in order. We walked to lunch room in order. Whatever you did was in order . . ." (Interview, February 27, 1979, p. 3).

First Year

How Teacher #02 believes she taught reading her first year of teaching is illustrated in Figure 3.

Skills.--Teacher #02 taught skills that would help her children do well on the school achievement tests.

Then of course in April we had their reading achievement test that was given to our reading group. I think that's probably the only skills we really used as a whole school (Interview, February 27, 1979, p. 4).

She also recalled being very concerned about the children's ability to perform on the tests as evidenced by her statement:

I think my first year of teaching I was really concerned that my children could pass all these tests . . . because they were filed with the children's folders and everything (Interview, February 27, 1979, p. 4).

Basal.--Teacher #02 used the basal reader her first year of teaching as her main instructional material:

We used this basal reader and at the end of every unit we used to have some tests that went along with Scott-Foresman . . . we also looked at the words at the end of the book . . . nowadays a lot of books don't have those word lists in the back (Interview, February 27, 1979, p. 4).

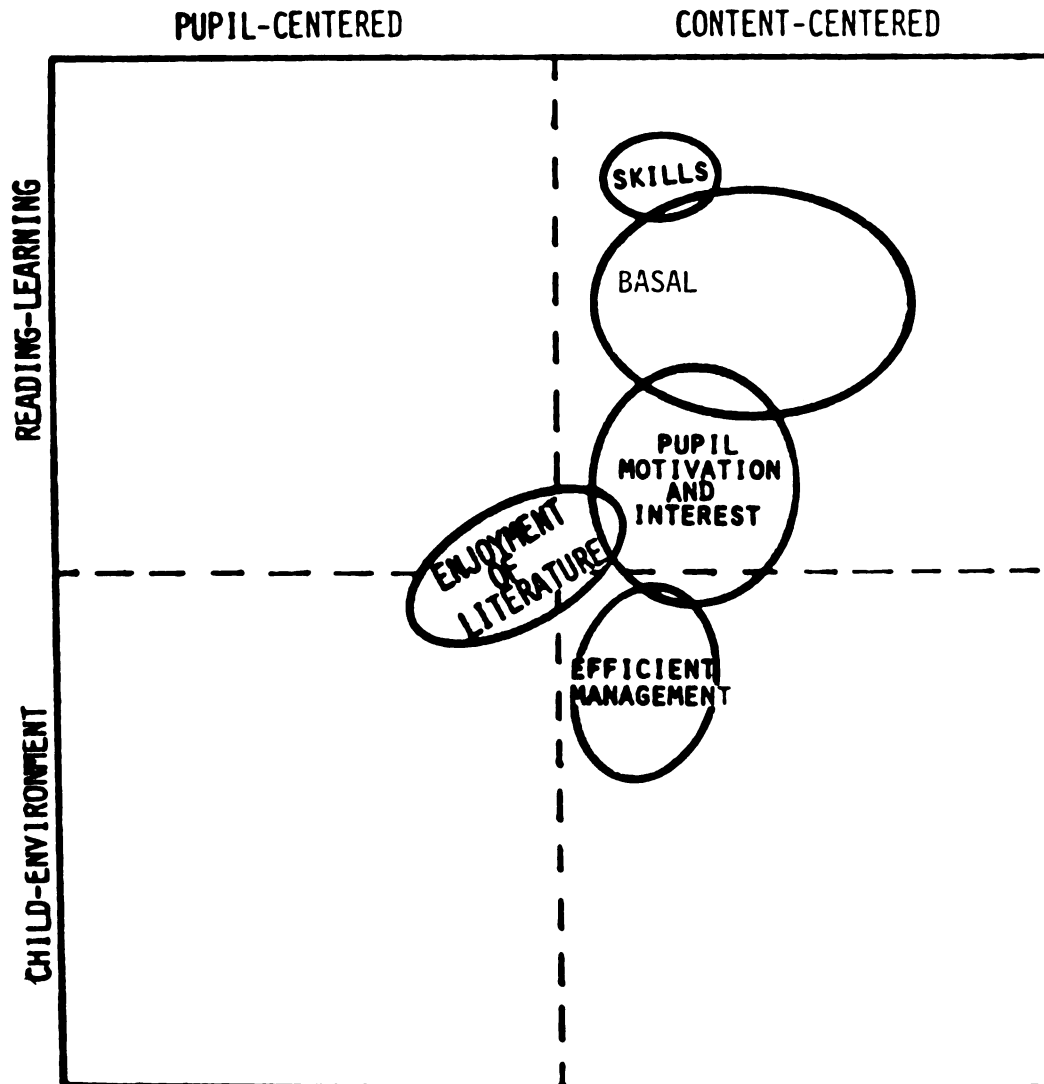


Figure 3.--What Teacher #02 Said Guided Her Decisions During Her First Year of Teaching.

Practice with games.--Teacher #02 did use games her first year but only for practice of the basal words. "We used to play games with those words" (Interview, February 27, 1979, p. 4). The size of the class curtailed some of the game activities: "I didn't have so many games at that time because my first year of teaching we had 50 first graders" (Interview, February 27, 1979, p. 8).

Enjoyment of literature.--Even her first year of teaching, Teacher #02 encouraged the children to read books on their own:

. . . and I let them pick some books that I had sorted out on the table and let them look at them, become familiar with them. Then I let them read some of the things they thought they could read to me (Interview, February 27, 1979, p. 4).

She also spent time reading to the children:

So every day I've taught I've taken some time, not always a long time, but at least fifteen minutes every day. I read to them because that was one of the highlights . . . everyone enjoyed one story (Interview, February 27, 1979, p. 4).

Efficient management.--Teacher #02 believed in the importance of a well-managed classroom from the beginning of her teaching career. Her form of achieving an efficient management system changed as she taught as evidenced by the following statement:

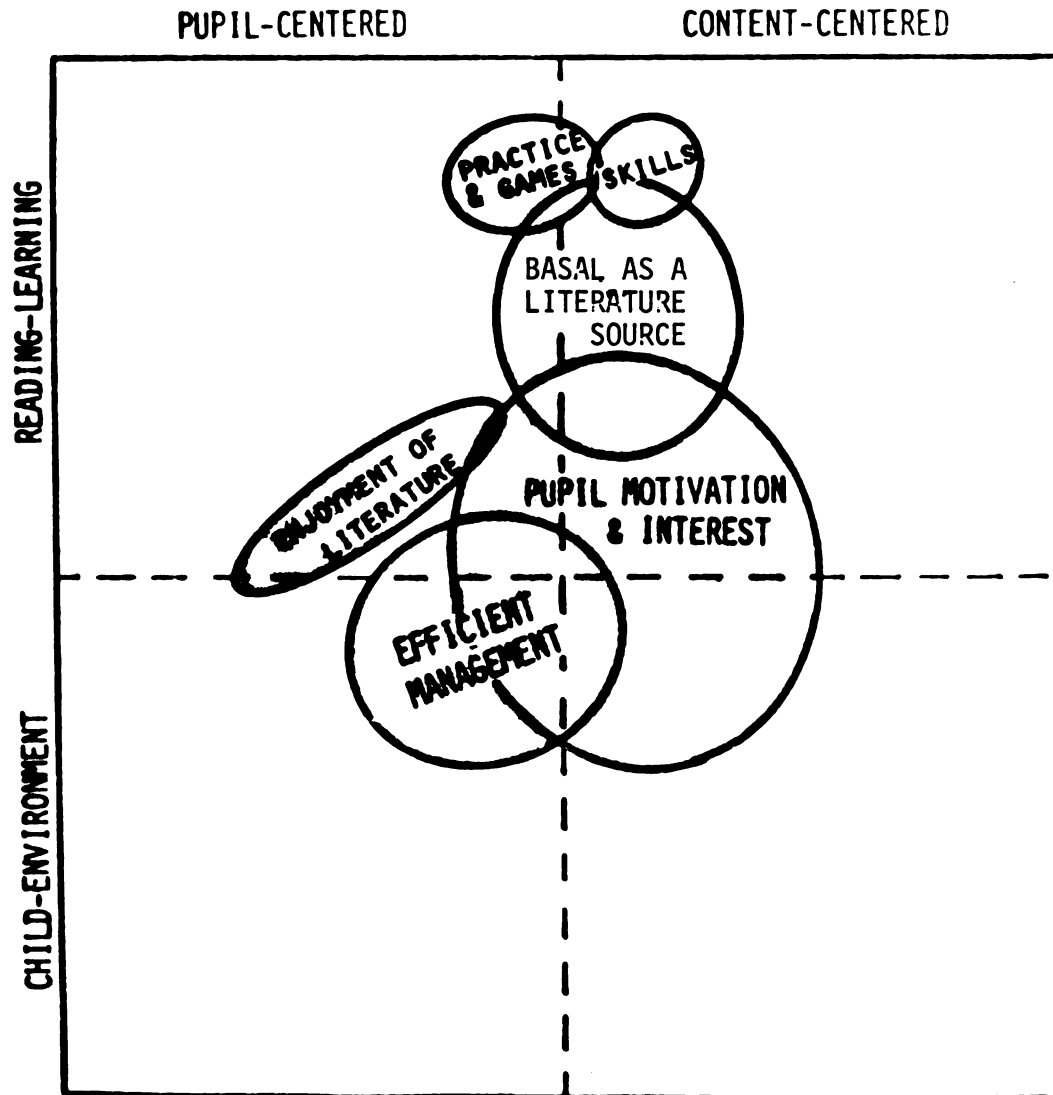


Figure 4.--What Teacher #02 Said Guided Her Decisions During Her Second Through Fifth Years of Teaching.

I think at the beginning I knew they had to be fairly quiet so that I could teach my reading groups. But now I'm sure that I wouldn't give them anything just so that they would be busy, but I might have the first couple of years (Interview, February 27, 1979, p. 12).

Pupil motivation and interest. Teacher #02

recalled that during her first year of teaching, motivation and interest on the part of the children was an important ingredient in reading instruction. She stated that belief in the following quote:

When I first started teaching and I came out of college, I followed the teacher's guide completely . . . then I soon found that children would like to have some variety in their learning so I decided to bring in other things that were more fun and that they'd look forward to (Interview, September, 1978, p. 3).

Second-Fifth Years

How Teacher #02 believed she taught reading her second through fifth years of teaching is illustrated in Figure 4.

Skills.--Teacher #02 often alluded to her belief in teaching skills her second through fifth years of teaching. She stated that the skills she taught

were not based on the materials she was using but on the needs of the children (Field Notes, February 27, 1979, p. 11).

Basal as a literature source.--Teacher #02

still used the basal text during this time period but did not utilize only one series. "I didn't stick to one basic text; I used a variety of textbooks" (Interview, February 27, 1979, p. 8).

Practice with games.--Teacher #02 said the use

of games increased in the years after her first teaching experience, "Well, then (second-fifth years) I started to use more tapes, overhead projector, earphones and games" (Interview, February 27, 1979, p. 8).

Enjoyment of literature.--This aspect of Teacher

#02 was always evident as the following statement illustrates: "So every day that I've taught I've taken some time . . . to read to them . . . because that was one of the highlights" (Interview, February 27, 1979, p. 14).

Efficient management.--Teacher #02 developed a

training program for her children which takes approximately one month to implement. She decided on this process because after her first year of teaching she discovered children want the structure she promotes. "After my first year (I discovered) you set a pattern and the children are motivated and want to do it" (Interview, February 27, 1979, p. 27).

Pupil motivation and interest.--Teacher #02

speaks of her strong belief in motivation during this time period when she discusses her return to the United States from Africa:

. . . when I came back here I knew I just had to have happier children . . . we can make them desire to read and feel it is something fun (Interview, September, 1978, p. 2).

Belief Regarding Significant Sources of Her Conceptual Change

These findings will be presented first by means of a table recording the number of statements Teacher #02 made concerning each source followed by sample statements giving evidence for each source (see Table 3).

TABLE 3.--Teacher #02's Sources of Conceptual Development and Change.

Source	No. of Statements
Experience	17
Other teachers	6
Teacher training	6
School system constraints	6
Early education*	3
Professional literature*	2

*Not significant sources according to the definition of significant sources.

Experience

Experience with children, materials, teaching techniques, grouping procedures, evaluation, children of various ability levels and programs had the greatest impact on Teacher #02's reading conception development and modification. She most often would attribute a conception change to experience. One such example would be her answer to the query about her grouping decisions: "So it was sort of a gradual process of learning what worked and then using that as a criteria" (Interview, February 27, 1979, p. 7).

Other Teachers

Teacher #02 says other teachers were helpful in the development of many of the successful techniques she uses in her classroom. The conceptions came from observing and talking with teachers. Two such statements are: "I talk with other teachers and they'd help" (Interview, February 27, 1979, p. 3); and ". . . observing teachers who did a lot of work that way . . ." (Interview, February 27, 1979, p. 4).

Teacher Training

Teacher #02 suggested her teacher training courses were helpful in her development and change as a teacher of reading. All the courses she spoke of as significant sources of change included those with an

experiential component. A typical statement pertaining to a field-based undergraduate training course which she was taking gives evidence of this belief:

As a student, I began to see that workbooks and reading books could not be the only method of teaching reading . . . your materials must match the child's interest, teacher's interest and correlate reading in all things that go on in your room . . . even music At Central, I observed in the training classroom . . . she presented reading by use of games--it was less boring and the kids loved it (Interview, September, 1978, pp. 4-5).

She also gives credit to her graduate school training as having a significant impact on her development as a reading teacher when she states: "I had two wonderful teachers in children's literature and a remedial reading class that I liked very much. This helped me choose my goals" (Interview, September, 1978, p. 4).

School System Constraints

Teacher #02 seemed not to be influenced greatly by mandates dictated by school systems. She seemed more impacted by this in her early years of teaching:

I think my first years of teaching I was really concerned that my children could pass all these (school-mandated) tests (Interview, February 27, 1979, p. 14).

She says that a school-wide mandated program entitled "Project Read" would be "used only with my learning disability kids and others only if it fit them" (Interview, February 27, 1979, p. 31). This was

reiterated three times to the researcher, suggesting that this mandated program would have no real impact on her reading program.

Hypotheses

The hypotheses for Teacher #02's present reading conception, its development and modification, are illustrated in Figure 5.

As depicted in Figure 5, throughout Teacher #02's twenty-one years of teaching experience, she seemed to have all her conceptions of reading intact from her first year of teaching. As her teaching experience increased, the strength of her conceptions seemed to increase as well. An additional phenomenon which seemed to occur over time was her conceptual shift from content-centered oriented conceptions to more pupil-centered conceptions. This may have been reflective of her increased concern with pupil interest and motivation.

The sources of change Teacher #02 considered to be significant included experience, other teachers, teacher training courses and school system constraints. The one source which had the most impact on her conceptual changes was experience, and this source seemed to permeate all of her conceptual changes in reading instruction and teaching.

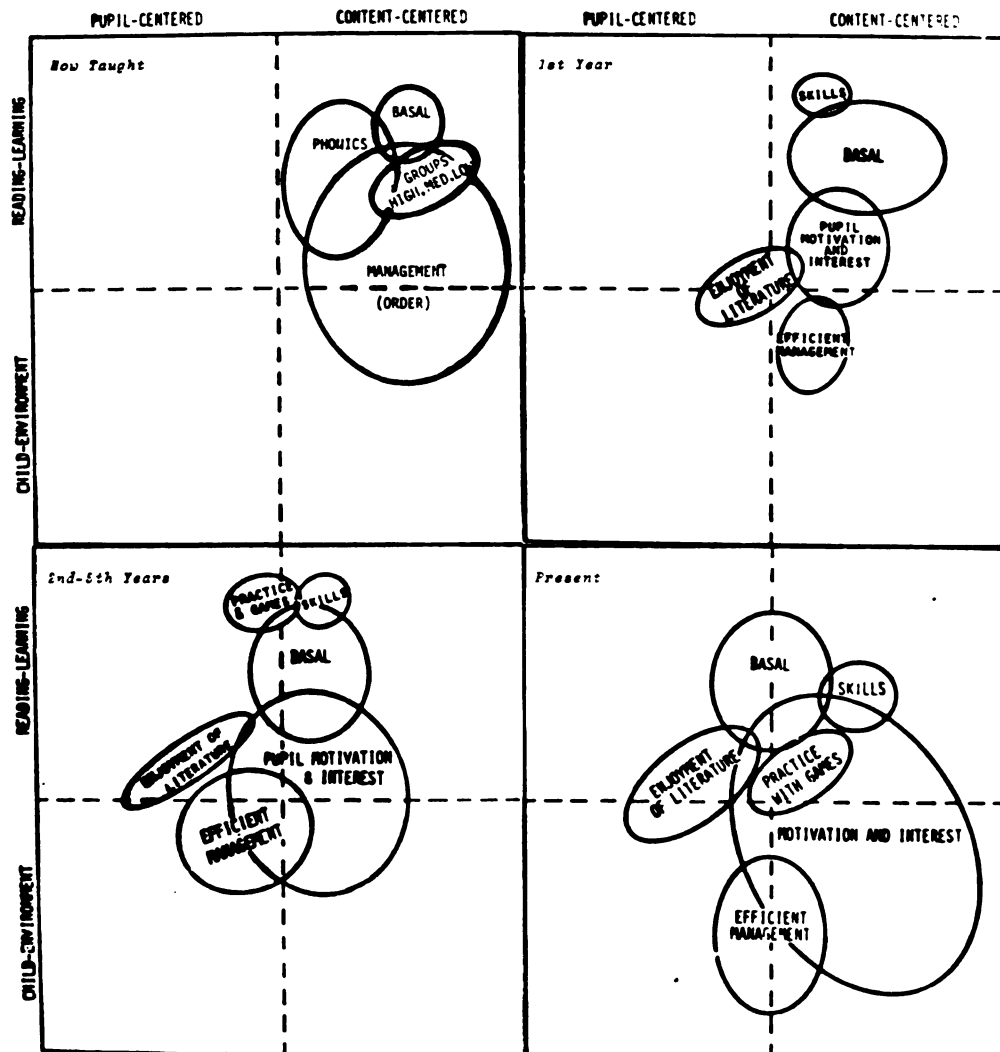


Figure 5.--Summary of Teacher #02's Conceptual Development and Modification.

Card-Sort Results

The card-sort results will be presented in tables with the five to six dimensional items stated as they were given to the teacher. On the left of each item, four columns will appear. The first column is headed with the words, How Taught, meaning the item was answered according to how the teacher remembered being taught to read. The second column is headed with the words, First Year, meaning the items were answered according to how the teacher taught reading her first year of teaching. The third column of numbers, headed with Second-Fifth Years, represents how the teacher answered the items as she remembered teaching her second through fifth years of teaching. The final column is headed, Present, and represents how the teacher responded to the items according to her present reading conceptions. The numbers in the columns represent the order of importance the teacher attributed to each item in the various dimensions. For example, the numeral one means that item was most important to the teacher during that specific time period, while the item ranked number five or six means that item had little significance to the teacher (see Tables 4-11).

Table 12 represents the responses made by the teacher about her beliefs concerning the sources of change which made a significant impact on her conceptions

TABLE 4.--Responses From Teacher #02 Regarding Evaluation Dimension.

How Taught	1st Year	2nd-5th Years	Present	Item
3	2	1	3	The number of skills he/she has learned.
1	1	5	5	The number of words he/she knows by sight.
2	3	4	4	The number of basal levels he/she has completed.
4	4	2	2	The competency he/she shows in his/her language sense, both orally and when reading.
5	5	3	1	The enthusiasm he/she exhibits for reading and language activities throughout his/her school life.
-	-	-	-	Empty card.

TABLE 5.--Responses From Teacher #02 Regarding Materials Dimension.

How Taught	1st Year	2nd-5th Years	Present	Item
2	1	3	5	Materials that provide study and assistance in learning reading skills.
1	2	5	4	Attractive reading selections that are carefully graded in difficulty.
4	4	1	3	Material which children have written or which reflects the natural language patterns of children.
3	3	4	2	Materials that are used in real life such as library books, magazines, newspapers, etc.
5	5	2	1	Materials that are of interest and motivational to the children.
-	-	-	-	Empty card.

TABLE 6 .-- Responses From Teacher #02 Regarding Grouping Dimension.

How Taught	1st Year	2nd-5th Years	Present	Item
3	4	4	2	His/her reading skills strengths-weaknesses.
2	2	3	1	His/her instructional reading level.
4	5	5	4	His/her command of the language patterns and vocabulary of English.
5	3	2	3	His/her interests and attitudes regarding reading.
1	1	1	5	His/her oral reading ability.
-	-	-	-	Empty card.

TABLE 7.--Responses From Teacher #02 Regarding Activities Dimension.

How Taught	1st Year	2nd-5th Years	Present	Item
2	1	1	2	Learning the fundamental skills of word recognition and comprehension.
1	2	5	5	Teacher-guided reading of basals or other graded materials.
4	5	4	4	Instruction which incorporates the thinking-speaking-reading elements of language.
5	3	2	1	Activities designed to create interest in reading and a positive attitude toward reading.
3	4	3	3	Practice activities designed to promote the use of the basic reading skills.
-	-	-	-	Empty card.

TABLE 8.--Responses From Teacher #02 Regarding Ability Level Dimension.

How Taught	1st Year	2nd-5th Years	Present	Item
1	1	1	-	The least able readers.
2	2	2	-	The average readers.
3	2	2	-	The above average readers.
4	2	2	-	The most able readers.
-	-	-	1	Empty card. "Every child is an individual. I try to give everyone nearly the same amount of time. The top students need as much time as the bottom. First graders need to feel they are given as much time as Johnny."*

*Teacher-made quote.

TABLE 9.--Responses From Teacher #02 Regarding Word Recognition Prompts Dimension.

How Taught	1st Year	2nd-5th Years	Present	Item
1	3	3	3	Sound the word out (phonics).
2	1	4	4	Look at the word (sight word).
3	2	2	2	Use the first letter of the unknown word and the context of the sentence (phonics and context).
4	4	1	1	Use the words and phrases (the context) around the unknown word.
-	-	-	-	Empty card.

TABLE 10.--Responses From Teacher #02 Regarding Comprehension Dimension.

How Taught	1st Year	2nd-5th Years	Present	Item
2	4	4	4	Little or no emphasis on comprehension when compared to emphasis on word recognition.
1	1	3	3	Emphasis on literal comprehension and factual recall.
3	3	2	2	Emphasis on inferential comprehension.
4	2	1	1	Emphasis on critical and creative comprehension.
-	-	-	-	Empty card.

TABLE 11.--Responses From Teacher #02 Regarding Instructional Role Dimension.

How Taught	1st Year	2nd-5th Years	Present	Item
1	1	5	5	The teacher should decide what is to be taught and should initiate and control instruction in reading.
2	2	1	2	The teacher should guide children in reading basic reading material, check on their progress daily and provide assistance and guidance as the lesson moves along.
3	3	2	3	The teacher should create an environment where children can learn on their own and should intervene only as the need arises.
4	4	4	4	Teachers should allow pupils to learn by themselves through independent centers, self-teaching materials, language exploration and/or inquiry techniques.
-	5	3	1	Empty card. "I believe the child should be motivated through many interesting things--then he'll be eager to want to learn to read."*

*Teacher-made quote.

of reading. Once again the responses were made in order of importance; therefore, the source labeled number one is deemed by that teacher as the most influential source.

TABLE 12.--Responses From Teacher #02 Regarding Sources of Conceptual Change.

Response	Item
1	Experience
6	Other teachers
3-4	Teacher training
5	School system constraints
3-4	Early education
2	Professional literature

Confirmation Data

The confirmation data will be presented in two sections. First, a comparison of the card-sort results and the field data will be presented. Second, the field findings which were not confirmed will be discussed.

Comparison Data

The comparison of the field data and the card-sort confirmation data are presented in Tables 13 and 14.

Table 13 presents the comparisons concerning the eight dimensions of reading. The table includes whether the card-sort data confirms the field data regarding the dimensions. Each dimension is compared according to how the teacher believed she was taught to read, how she taught reading her first year of teaching, her second through fifth years of teaching and how she presently teaches reading.

Table 14 compares the field data and card-sort data as they relate to the various significant sources of conceptual change.

Discussion

The interview data gave evidence regarding the development and modification of Teacher #02's conceptions of reading. The card-sort data confirmed the majority of the beliefs she said she held about her reading conceptions and the sources which impacted upon these conceptions. However, nine of the card-sort items did not confirm the findings from the interview data. The following is a discussion of the confirmed and non-confirmed data.

TABLE 13.--Comparison of Dimensions for Teacher #02.

Dimension	How Taught			First Year			Second-Fifth Years			Present		
	F*	CS**	+ -†	F	CS	+ -†	F	CS	+ -†	F	CS	+ -†
Evaluation	Flash Cards Oral Reading	Number of Known Words Number of Basals	✓	Sight Words Skill Tests	Words & Skills	✓	Skills Oral Reading	Skills	✓	Interest in Reading Skills Oral Reading Skills	Enthusiasm for Reading Oral Reading Skills	✓
Materials	Basals	Basals	✓	Basals Workbooks	Reading Materials for Skill Practice	✓	Many Basals (Interest) Tapes Pictures	Material Written by Kids Interest Books	-	Interesting Material Based Material	Interest Based Material	✓
Grouping	Ability	Reading Ability	✓	Oral Reading	Oral Reading Instr. Level	✓	Oral Reading	Oral Reading	✓	Oral Reading Level Skill Needs	Instr. Level Skills	✓
Reading Activities	Oral Reading Sight Words	Oral Reading & Skills of Word Recog. & Compre.	✓	Oral Reading	Skills & Oral Reading	✓	Interest- Based Activities (Many)	Skills & Activities for Creating Interest	✓	Interest- Based Activities Creating Interest	Activities for Creating Interest	✓
Ability Levels	Equal	Lowest to Highest	-	Lowest, Then All Equal	Lowest, Then All Equal	✓	Lowest, Gifted, Then Equal	Lowest, Then All Equal	-	Equal	Equal	✓
Word Recognition Prompts	Phonics Look at Word	Phonics Look at Word	✓	What Child Needed	Look at Word, Phonics & Context	-	What Child Needed	Context, Phonics	-	What Child Needed	Context, Phonics, etc.	-
Comprehension	Questions After Story	Literal, Little Emphasis	✓	Compre. Very Important, All Kinds	Literal, Critical & Inference	✓	Comprehension Very impor- tant, All Kinds	All Kinds	✓	Compre. Very Important	All Kinds	✓
Instructional Role	Authori- tarian	Decision Maker & Controller	✓	Guide & Authority	Decision Maker & Controller	✓	Guide	Guide	✓	Guide, Motivator, Decision Maker	Motivator, Guide	✓

* F = Field Data + ✓ = Confirmed
 ** CS = Card-Sort Data - = Unconfirmed

TABLE 14.--Source Comparison for Teacher #02.

Source	Field Data	Card-Sort Data	✓ Confirmed - Unconfirmed
Experience	17	1	✓
Other teachers	6	6	-
Teacher training	6	3-4	✓
School system constraints	6	5	-
Early education	3	3-4	✓
Professional literature	2	2	-
Materials	0	0	✓

Confirmed data.--As evidenced by Tables 13 and 14, the card-sort data substantiated the majority of the findings concerning Teacher #02's beliefs about her conceptual development and change and the sources which impacted upon these conceptions. Twenty-seven out of the thirty-six (75 percent) card-sort items confirmed the findings, thereby giving evidence that the interview statements Teacher #02 made concerning the development and modification of her reading conceptions were substantiated by the card-sort data.

Non-confirmed data.--The data regarding the reading instructional materials she used during her second through fifth years of teaching was not confirmed. In interviews, she said she primarily used the basal as her source of reading material. When she was given the corresponding card-sort item, the first two responses she chose included materials which children have written and materials that are of interest and motivational to children. Her last choice was the basal response. This discrepancy may be due to her belief that the basal is a good source of literature for children if it is of interest to them. Her choice of interest-based materials may have encompassed the basal because she believes their primary worth lies in their interest for children.

The card-sort did not confirm the interview data concerning the instructional time spent with the various ability groups during two time periods. An analysis of the interview statements, pertaining to the time Teacher #02 was taught to read, suggested that all ability groups were given equal amounts of instructional time. Her card-sort response, however, stated that the most time was spent instructing the low group, and the time decreased as a group's ability increased.

During her second through fifth years of teaching, the interview data revealed her to be spending most instructional time with the low group. She also stated that the gifted children received much of her instructional time, and the time remaining was then divided equally among the rest of the children. The card-sort confirmed this information except for the time spent with the gifted students.

Teacher #02 had difficulty recalling much of her own schooling, and this lack of memory may account for the discrepancy in the item for this time period. When she speaks of her second through fifth years of teaching, Teacher #02 vividly remembers this as the time period when she became acutely aware of the problems of the gifted. Because the categories covered in the card-sort did not include the gifted, she may not have thought to include that response option.

Teacher #02 consistently stated in interviews that during all her years of teaching, including her first year, second through fifth years and presently, she used word recognition prompts which were tailored to the needs of individual children. The card-sort did not allow her that choice, and she spent a great deal of time listing the prompts she remembered using most often.

In interviews, it was noted that Teacher #02 spoke of other teachers as a source of change six different times. This was considered a significant source of change. It was, however, given sixth place in order of importance in regard to the card-sort. Three of the six interview statements referring to teachers as a source of change were those she observed during the years she was a college student. She may have included these course-related teachers in a different item, i.e., "Teacher Training as a Source of Change."

Teacher #02 spoke of school system constraints six times during interviews but did not mark it as an important source of change on the card-sort. When one reviews the interview data, it becomes evident that four of the statements about school systems dealt only with their constraining nature. She further stated that she would ignore their requests if they interfered with her beliefs about how she should instruct children.

Teacher #02 spoke of professional literature as a source of change only two times in all of the interview sessions. When she was given the source item on the card-sort, she rated it as number two in importance as a source of change. This discrepancy seems to have no explanation other than professional literature seems to be a source of change about which she seldom verbalizes.

Summary

According to the findings which were confirmed by the card-sort, Teacher #02 did develop and modify her reading conceptions over time. Her conceptions seemed to be present from her early years in education but grew stronger as she added new educational experiences to her repertoire.

Her present conceptions of reading show her to be a believer in phonics and comprehension instruction, a user of basal textbooks chosen as much for a child's interest and motivation as for his/her reading needs, a grouper of children according to their ability levels and a strong advocate for efficient management systems within classrooms. All of this is based on the interest and motivation of children.

She spoke about the reading instruction she received as a child which included many of her present

conceptions. She remembered being taught phonics, reading out of basals, being grouped according to ability and dealing with a "law and order" management system.

Her reading conceptions as a teacher seemed to be a part of her from her first year of teaching. Through experience with children and reading materials, these conceptions seemed to become stronger and more child centered.

Experience was identified as the most influential source of conceptual change by Teacher #02. The only other source of change which was significant and confirmed was the teacher training courses she took as an undergraduate and graduate college student.

Findings Regarding Teacher #04

Background

Teacher #04 is a first grade teacher with twelve years of experience at various grade levels. She has earned a Master's degree in Reading Instruction and continues to take graduate courses because "I enjoy being intellectually stimulated." There are twenty-three children in her self-contained classroom; they are middle-class, predominately white and live in a small town near a large industrial city where most of the parents work. The room is very tidy with attractive art projects decorating the walls and bulletin boards. The children's desks are arranged in neat, straight rows and

the teacher's desk is strategically placed so that she may keep her eye on things.

Specific Findings

The findings regarding Teacher #04 will be presented in three parts. First, the findings concerning her present reading conceptions will be presented. Second, the findings relating to the development and modification of these reading conceptions will be discussed. Finally, a discussion on the findings regarding the teacher's sources of conceptual change will be included.

Conceptions of Reading, Their Development and Modification, as Evidenced Through Conceptual and Practice Statements

Present

Teacher #04's present conceptions of reading are illustrated in Figure 6.

Basal text.--Teacher #04's reading instructional program was based on the Harper/Row Reading Series. Despite the differences in the children, everyone was taught to read using the same method and materials which differed only according to their reading levels. In an interview, Teacher #04 spoke of the process each ability group went through daily in the following conceptual statements:

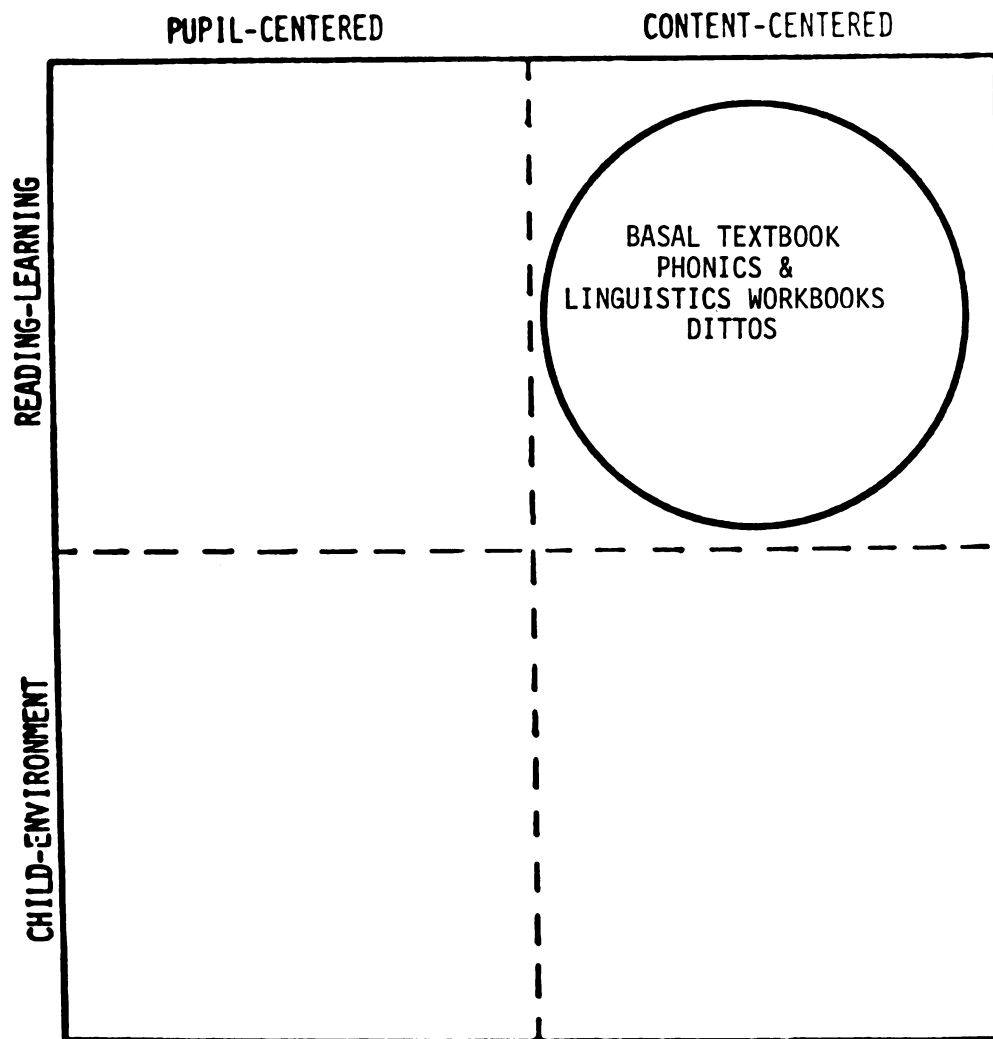


Figure 6 .--What Teacher #04 Says Guides Her Decisions
at Present.

T: Well, we always begin with going over the words for the entire book. Because as far as they are . . . we don't have an extensive amount of vocabulary. So that's how we begin. We then read. And after that we go over the linguistic work book. And we do whatever it is and we review the vocabulary.

I: And that's for . . . ?

T: Every group. Every group is treated the same way (Interview, December 14, 1978, p. 4).

As further evidence of Teacher #04's reliance on the basal, she was asked questions regarding evaluation and grouping procedures to which she replied, ". . . I use teacher observations plus the tests that were provided by the company" (Interview, February 21, 1979, p. 2). Her reliance on the basal was borne out in practice as well. In statements made to the children, she was often heard reading the questions directly from the teacher's manual, an example of which is recorded in the field notes: "Let's see what I have to ask you now" (teacher looks in teacher's manual for questions) (Field Notes, October 25, 1978, p. 3).

When questioned about materials she used she replied, "Basal text . . . anything that went along with the series" (Interview, February 21, 1979, p. 4). On one occasion, she was asked if she would consider using materials other than the basal and she responded:

Um, probably I'd never use any other approach and I'm afraid to try it really What if I don't teach the kids enough using the linguistics approach I think I might try it if my kids were already through a level . . . you know, there are certain levels you can go to without getting hassled by the next teacher saying how come you went so far. Um, then I would try . . . a language experience approach but not until then (Interview, February 21, 1979, p. 26).

The field notes also reflect her use of the basal as the only material she uses in practice. The reading activities, which she stated were important in her program, also reflected a basal approach. In one interview, she made the following conceptual statement regarding what she stressed often in her reading instruction: "Comprehension because that seemed to be the big thing they were stressing in the series" (Interview, February 21, 1979, p. 6).

Finally, she stated her belief and faith in the basal system as a complete and effective tool for teaching reading in a conceptual statement which seemed to sum up why she feels confident about her reading instructional program:

Every textbook you look at--teacher's manuals--they have after each reading page, at the primary level . . . at least four questions for each page. So just from all this . . . people who write textbooks have to be knowledgeable about reading--so they know what they're really doing. I am assuming all of this. I'm giving them the credit (Interview, February 21, 1979, pp. 22-23).

How Taught

Teacher #04's belief about how she was taught to read is illustrated in Figure 7.

Basal.--When Teacher #04 was asked how she was taught to read, she replied ". . . sight vocabulary, no phonics at all. . . . It was Dick and Jane . . . and we went to class and we read . . . she gave us new words and then we read" (Interview, February 21, 1979, p. 1). The majority of the statements Teacher #04 made concerning her early education were totally reflective of the basal approach.

First Year

How Teacher #04 believes she taught reading her first year of teaching is illustrated in Figure 8.

Basal text.--During her first year of teaching, Teacher #04 stated that she evaluated with "the tests provided by the series." The materials she used were the basal texts: ". . . we didn't even have work books" (Interview, February 21, 1979, pp. 4-5).

Second-Fifth Years

How Teacher #04 believes she taught reading her second through fifth years of teaching is illustrated in Figure 9.

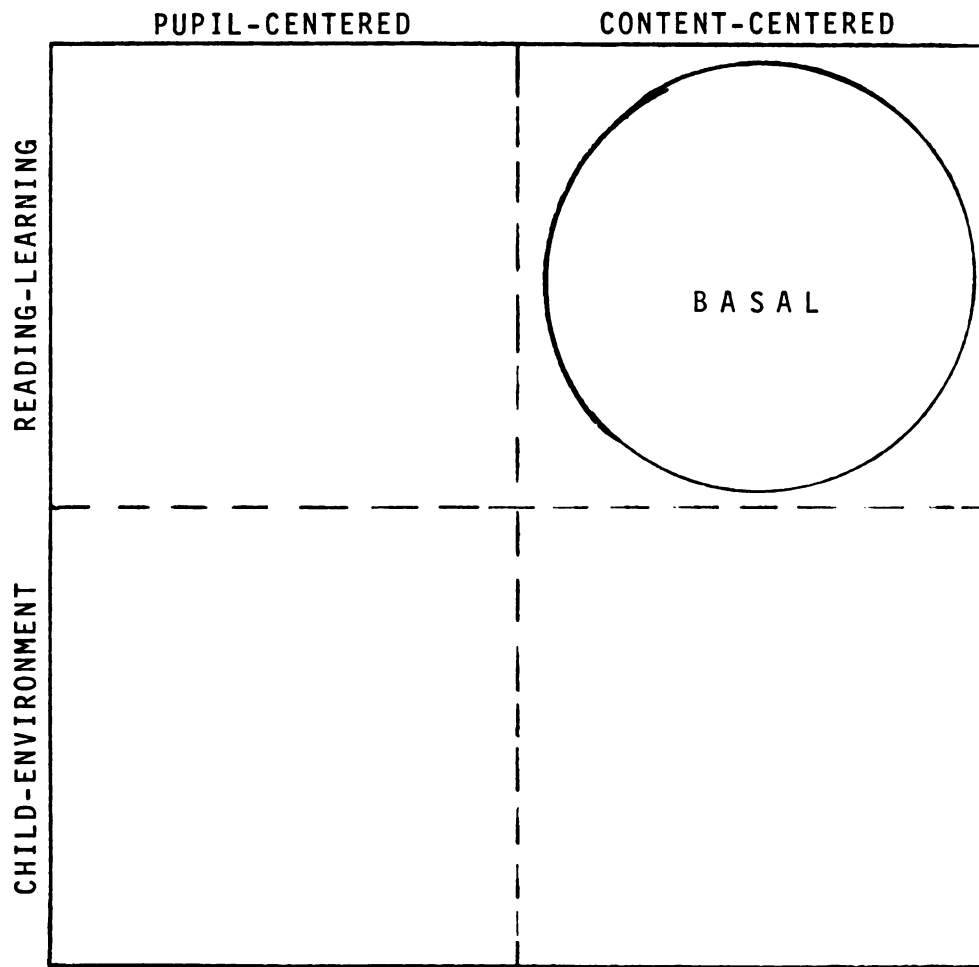


Figure 7.--How Teacher #04 Said She was Taught.

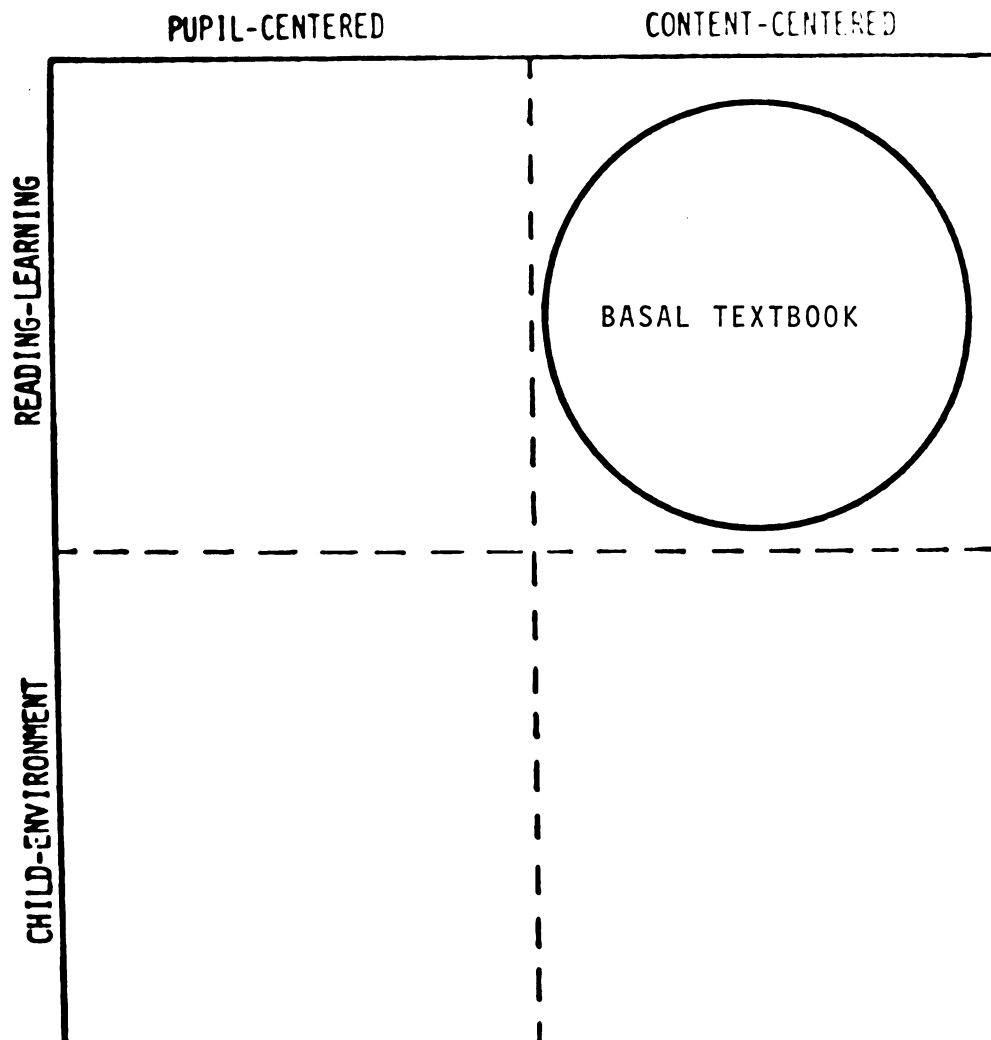


Figure 8.--What Teacher #04 Said Guided Her Decisions
During Her First Year of Teaching.

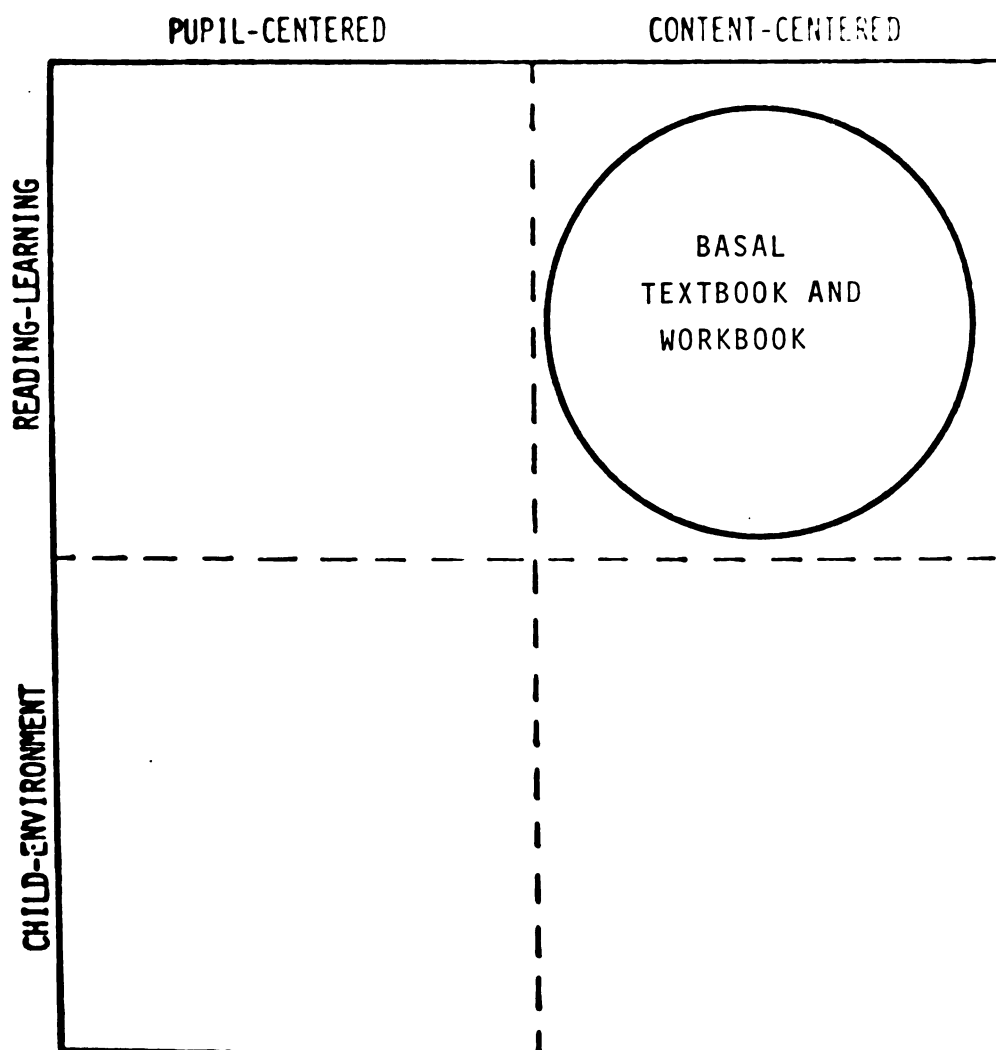


Figure 9.--What Teacher #04 Said Guided Her Decisions During Her Second Through Fifth Years of Teaching.

Basal textbook and workbook.--Teacher #04 stated that her second and third years of teaching she:

just used the basal text and then my fourth and fifth years I used the basal text and supplements because I just had a better outlook on what reading is . . . because of my own educational weaknesses my first three years (Interview, February 21, 1979, p. 4).

The reading supplements Teacher #04 was referring to included such things as dittos, phonics, workbooks and linguistic workbooks were all provided by the basal series she was using.

Belief Regarding Significant Sources of Her Conceptual Change

These findings will be presented first by means of a table recording the number of statements Teacher #04 made concerning each source, followed by sample statements giving evidence for each source (see Table 15).

Experience

Teacher #04 attributed change in her reading conceptions to experience in teaching and working with children. When questioned about how she makes decisions about reading she responded:

. . . it was like experience is very valuable to making you a better teacher because I observe and try to see what is most effective universally for most kids (Interview, September, 1978, p. 6).

TABLE 15.--Teacher #04's Sources of Conceptual Development and Change.

Source	No. of Statements
Experience	11
Other teachers*	2
Teacher training	11
School system constraints	21
Early education*	4
Professional literature*	1

*Not significant sources according to the definition of significant sources.

Teacher Training

Another source Teacher #04 believed to be a significant change agent was the teacher training courses she had as an undergraduate and graduate student. She felt many of her reading instructional techniques were developed and became better because of her education. One sample statement gives evidence of this belief:

When I took the 830 (graduate courses)
D . . . E . . . and the lab . . . just because
of those three courses I was aware of what
(reading) problems children mostly have dif-
ficulty in and how to remediate them
(Interview, February 21, 1979, p. 3).

School System Constraints

Teacher #04 seemed to make many of her conceptual decisions based on the constraints dictated by the school system she was teaching in. There were numerous statements which gave evidence of this phenomenon. When asked about the materials she used, she responded "It was an established curriculum and they wanted you to follow it" (Interview, February 21, 1979, p. 5). Her response to what skills she emphasized was, "I emphasized comprehension. . . . It seemed the series (mandated by the school) stressed that a lot" (Interview, February 21, 1979, p. 6). When questioned about the time spent with ability groups she stated, "I guess they're State Board requirements or something--so that's how I determined

that" (Interview, February 21, 1979, p. 7). She was guided by the school constraints even in the seatwork she gave her pupils. "They copied out of workbooks . . . the whole curriculum was set up that way. It was the structure of the school pretty much" (Interview, February 21, 1979, pp. 13-14).

Hypotheses

The hypotheses for Teacher #04's present reading conceptions and their development and modification are illustrated in Figure 10. As depicted in Figure 10, Teacher #04 was taught to read through the use of basal textbooks. She was able to recall vividly how the basal was used in her own reading instruction. During her thirteen years of experience as a teacher at various grade levels, she has based her total reading instructional program on the basal textbook. Any change in her instructional program seemed to be due only to a change in a mandated basal textbook series.

The sources of change which Teacher #04 believed to be the most influential in her reading conception development and modification included school system constraints, teacher training courses and experience. Based on the statements Teacher #04 made concerning all aspects of her reading instruction program, the most influential source of change was the constraints put on

	PUPIL-CENTERED	CONTENT-CENTERED	PUPIL-CENTERED	CONTENT-CENTERED
READING-LEARNING	How Taught	BASAL	1st Year	BASAL TEXTBOOK
CHILD-ENVIRONMENT				
READING-LEARNING	2nd-5th Years	BASAL TEXTBOOK AND WORKBOOK	Present	BASAL TEXTBOOK PHONICS & LINGUISTICS WORKBOOKS DITTO
CHILD-ENVIRONMENT				

Figure 10.--Summary of Teacher #04's Conceptual Development and Modification.

her by the school system. All of her decisions regarding the teaching of reading were founded in the materials, rules and regulations set down by the principal, local board of education or the State Department of Education.

Card-Sort Results

The card-sort results will be presented in tables with the five to six dimensional items stated as they were given to the teacher. On the left of each item, four columns will appear. The first column is headed with the words, How Taught, meaning the item was answered according to how the teacher remembered being taught to read. The second column is headed with the words, First Year, meaning the items were answered according to how the teacher taught reading her first year of teaching. The third column of numbers, headed with Second-Fifth Years, represents how the teacher answered the items as she remembered teaching her second through fifth years of teaching. The final column is headed, Present, and represents how the teacher responded to the items according to her present reading conceptions. The numbers in the columns represent the order of importance the teacher attributed to each item in the various dimensions. For example, the numeral one means that item was most

important to the teacher during that specific time period, while the item ranked number five or six means that item had little significance to the teacher (see Tables 16-23).

Table 24 represents the responses made by the teacher about her beliefs concerning the sources of change which made a significant impact on her conceptions of reading. Once again the responses were made in order of importance; therefore, the source labeled number one is deemed by that teacher as the most influential source.

Confirmation Data

The confirmation data will be presented in two sections. First, a comparison of the card-sort results and the field data will be presented. Second, the field findings which were not confirmed will be discussed.

Comparison Data

The comparison of the field data and the card-sort data will be presented in Table 25 and 26.

Table 25 will present the comparisons concerning the eight dimensions of reading. The table will include whether the card-sort data confirms the field data regarding the dimensions. Each dimension will

TABLE 16.--Responses From Teacher #04 Regarding Evaluation Dimension.

How Taught	1st Year	2nd-5th Years	Present	Item
3	2	1	2	The number of skills he/she has learned.
5	3	4	1	The number of words he/she knows by sight.
1	1	3	3	The number of basal levels he/she has completed.
4	5	5	5	The competency he/she shows in his/her language sense, both orally and when reading.
2	4	2	4	The enthusiasm he/she exhibits for reading and language activities throughout his/her school life.
-	-	-	-	Empty card.

TABLE 17.--Responses From Teacher #04 Regarding Materials Dimension.

How Taught	1st Year	2nd-5th Years	Present	Item
2	2	2	2	Materials that provide study and assistance in learning reading skills.
1	1	1	1	Attractive reading selections that are carefully graded in difficulty.
5	5	5	5	Material which children have written or which reflects the natural language patterns of children.
3	3	3	3	Materials that are used in real life such as library books, magazines, newspapers, etc.
4	4	4	4	Materials that are of interest and motivational to the children.
-	-	-	-	Empty card.

TABLE 18.--Responses From Teacher #04 Regarding Grouping Dimension.

How Taught	1st Year	2nd-5th Years	Present	Item
4	3	3	2	His/her reading skills strengths-weaknesses.
2	2	2	3	His/her instructional reading level.
5	5	5	5	His/her command of the language patterns and vocabulary of English.
3	4	4	4	His/her interests and attitudes regarding reading.
1	1	1	1	His/her oral reading ability.
-	-	-	-	Empty card.

TABLE 19.--Responses From Teacher #04 Regarding Activities Dimension.

How Taught	1st Year	2nd-5th Years	Present	Item
1	1	1	1	Learning the fundamental skills of word recognition and comprehension.
2	2	4	5	Teacher-guided reading of basals or other graded materials.
5	5	5	3	Instruction which incorporates the thinking-speaking-reading elements of language.
4	4	3	4	Activities designed to create interest in reading and a positive attitude toward reading.
3	3	2	2	Practice activities designed to promote the use of the basic reading skills.
-	-	-	-	Empty card.

TABLE 20.--Responses From Teacher #04 Regarding Ability Level Dimension.

How Taught	1st Year	2nd-5th Years	Present	Item
1	1	1	1	The least able readers.
2	2	2	2	The average readers.
3	3	3	3	The above average readers.
4	4	4	4	The most able readers.
-	-	-	-	Empty card.

TABLE 21.--Responses From Teacher #04 Regarding Word Recognition Prompts
Dimension.

How Taught	1st Year	2nd-5th Years	Present	Item
2	2	2	2	Sound the word out (phonics).
1	1	4	4	Look at the word (sight word).
3	3	1	1	Use the first letter of the unknown word and the context of the sentence (phonics and context).
4	4	3	3	Use the words and phrases (the context) around the unknown word.
-	-	-	-	Empty card.

TABLE 22.--Responses From Teacher #04 Regarding Comprehension Dimension.

How Taught	1st Year	2nd-5th Years	Present	Item
4	4	4	4	Little or no emphasis on comprehension when compared to emphasis on word recognition.
1	1	1	1	Emphasis on literal comprehension and factual recall.
2	2	2	2	Emphasis on inferential comprehension.
3	3	3	3	Emphasis on critical and creative comprehension.
-	-	-	-	Empty card.

TABLE 23.--Responses From Teacher #04 Regarding Instructional Role Dimension.

How Taught	1st Year	2nd-5th Years	Present	Item
1	1	2	2	The teacher should decide what is to be taught and should initiate and control instruction in reading.
2	2	1	1	The teacher should guide children in reading basic reading material, check on their progress daily and provide assistance and guidance as the lesson moves along.
4	4	4	4	The teacher should create an environment where children can learn on their own and should intervene only as the need arises.
3	3	3	3	Teachers should allow pupils to learn by themselves through independent centers, self-teaching materials, language exploration and/or inquiry techniques.
-	-	-	-	Empty card.

TABLE 24.--Responses From Teacher #04 Regarding Sources of Conceptual Change.

Response	Item
1	Experience
6	Other teachers
2	Teacher training
3	School system constraints
5	Early education
4	Professional literature

TABLE 25.--Comparison of Dimensions for Teacher #04.

Dimension	How Taught		First Year				Second-Fifth Years				Present	
	F*	CS**	✓ -††	F	CS	✓	F	CS	✓	F	CS	✓
Evaluation	Sight Words Oral Reading	Basal Reading	✓	Basal Tests	Basals	✓	Basal Tests Teacher Observ.	Skills Enthusiasm	-	Basal Words Tests Basals Observ.	Words Skills Basals	✓
Materials	Basals	Basals	✓	Basals	Basals	✓	Basals	Basals	✓	Basals	Basals	✓
Grouping	Grade Level & Instr. Reading Ability	Oral Reading Level	✓	Oral Reading Ability	Oral Reading Ability	✓	Oral Reading Ability	Oral Reading Ability	✓	Oral Reading Ability	Oral Reading Ability	✓
Reading Activities	Oral Reading Sight Words	Sight Words Oral Reading	✓	Comprehensive Vocabulary Development Silent Reading	Sight Words Oral Reading	-	Oral Round Robin Reading & Skills	Skills Practice Activities	-	Oral Reading Skills	Practice Activities & Skills	-
Ability Levels	No Data	Low to High	-	Low to High	Low to High	✓	Low to High	Low to High	✓	Low to High	Low to High	✓
Word Recognition Prompts	Look at Word	Look at Word	✓	Tell Them	Look at Word	✓	Phonics Clues Reread	Phonics Context	✓	Context Phonics & Context	Phonics & Context	✓
Comprehension	Questions About Story	Literal	✓	Details	Literal	✓	Phonics Details	Literal	✓	Details & Memory	Literal & Memory	✓
Instructional Role	Authoritarian	Decision Maker & Controller	✓	Decision Maker	Decision Maker & Controller	✓	Guides & Decisions	Guides & Decisions	✓	Guides & Decisions	Guides & Decisions	✓

* F = Field Data † = Confirmed
 ** CS = Card-Sort Data †† = Unconfirmed

be compared according to how the teacher believes she was taught to read, how she taught reading her first year of teaching, her second through fifth years of teaching and how she presently teaches reading.

Table 26 will compare the field data and card-sort data as they relate to the various significant sources of conceptual change.

Discussion

The interview data gave evidence regarding the development and modification of Teacher #04's conceptions of reading. The card-sort data confirmed the majority of the beliefs she said she held about her reading conceptions and the sources which impacted upon these conceptions. However, five of the card-sort items did not confirm the findings from the field data. The following is a discussion of the confirmed and non-confirmed data.

Confirmed data.--As evidenced by Tables 25 and 26, the card-sort data substantiated the majority of the findings concerning Teacher #02's beliefs about her conceptual development and change and the sources which impacted upon these conceptions. Thirty-one out of the thirty-six (86 percent) card-sort items confirmed the findings, thereby giving evidence that

TABLE 26.--Source Comparison for Teacher #04.

Source	Field Data	Card-Sort Data	✓ Confirmed - Unconfirmed
Experience	11	1	✓
Other teachers	2	6	✓
Teacher training	11	2	✓
School system constraints	21	3	✓
Early education	4	5	✓
Professional literature	1	4	✓
Materials	0	0	✓

the interview statements Teacher #02 made concerning the development and modification of her reading conceptions were substantiated by the card-sort data.

Non-confirmed data.--Teacher #04 chose the child's enthusiasm for reading and language activities as a response to the item regarding how she evaluated reading progress during her second through fifth years of reaching. The interview data gave no evidence for this type of evaluation. Her first choice for this item, however, did confirm the interview data.

Teacher #04 gave responses that did not confirm the interview data regarding the reading activities to which she said she gave the most instructional time during three of the time periods studied.

Her response to the item regarding her first year of teaching did confirm the vocabulary development aspect discovered in the interview transcripts. In other interview statements referring to the same time period, she said that silent reading received much of the reading instructional time. Her card-sort responses suggested that she believed oral reading received more instructional time.

During her second through fifth years of teaching and presently, the interview data revealed that the majority of Teacher #04's instructional time in reading was spent on oral reading activities. Her card-sort responses did not show this activity to be high in importance during either of the two time periods in discussion. Teacher #04 may have considered oral reading as synonymous with practice activities, which was a response high on her list for that item. Data concerning the time spent with the various ability groups during the years Teacher #04 was taught to read were not found in the field data. Therefore, her corresponding responses on the card-sort did not confirm the interview data.

Summary

According to the findings, which were confirmed by the card-sort, Teacher #04 did develop and modify her reading conceptions over time but to a lesser degree than the other two teachers. Most of the changes which occurred in Teacher #04's career seemed to be based upon a change in the basal series she uses or a new series mandated by the school system.

Teacher #04's present conceptions of reading seem to match the conceptions held by the Harper Row

Publishing Company. She believed strongly that the editors of this basal text series are knowledgeable about reading and how to teach it to children. Therefore, she taught her students to read using the methods and materials prescribed by the Harper Row publishers.

Teacher #04 was questioned about how she was taught to read as a child. She remembered learning sight vocabulary using the materials about "Dick and Jane." She recalled going to class, reading aloud and reciting vocabulary. All of these activities are a part of her present instructional program and fit into her basal approach to teaching reading.

When asked about her first years of teaching, her statements revealed that during these years she used a basal textbook approach. She believed that during her fourth and fifth years of teaching she changed because of experience and her advanced teacher training. Upon closer questioning, it becomes evident that she still taught reading using a total basal approach even though she believed she had changed.

The sources of change which she believed significantly impacted upon her conceptions of reading were experience, teacher training courses and school

system constraints. Her responses to the card-sort item regarding sources of change confirmed her belief that these sources did have an impact on her conceptual development and change.

Findings Regarding Teacher #09

Background

Teacher #09 is a first grade teacher with sixteen years of experience, all of which were at first grade level. She has earned a Master's degree in Library Science and was a school librarian for seven years. There were twenty-four children in her self-contained classroom whose racial composition consisted of 50 percent black children and 50 percent white children. The school is located in a large, midwestern, highly industrialized city. This school is considered one of the inner city schools and is a member of the city's "cluster plan" which buses children from higher socio-economic areas to the school for integration purposes.

During the year, some of the children moved away, and others were transferred to classrooms which provided special services for the problems these children exhibited. Although this classroom began and ended with the same number of children, it was not indicative of how stable the population

was. The teacher seemed to be the stabilizing influence on this changing, lively and sometimes troubled group of children. Although at times the classroom was a noisy, chaotic experience, the teacher's love, concern and calm presence kept this classroom experience non-threatening and productive.

Specific Findings

The findings regarding Teacher #09 will be presented in three parts. First, the findings concerning her present reading conceptions will be presented. Second, the findings relating to the development and modification of these reading conceptions will be discussed. Finally, a discussion on the findings regarding the teacher's sources of conceptual change will be included.

Present

Teacher #09's present conceptions of reading are illustrated in Figure 11.

Skills foundation.--Teacher #09 believes a reading instructional program should be based on a strong skills foundation. This is evidenced in her statement:

I like to get my inputs into the beginning reading because I feel strongly about getting a good, solid skills foundation, so I would rather start them out (Interview, September, 1978, p. 1).

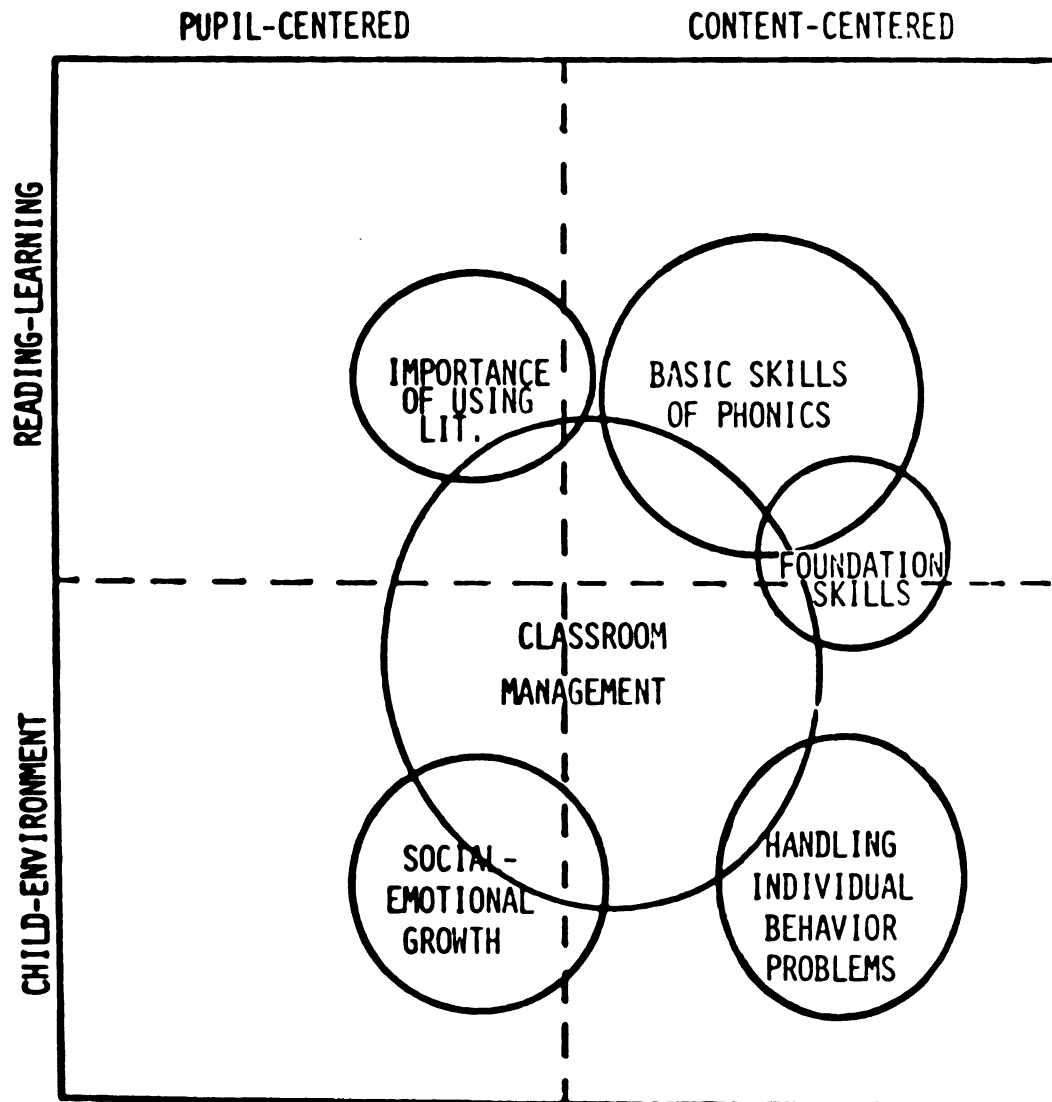


Figure 11.--What Teacher #09 Says Guides Her Decisions at Present.

This skills foundation consists of two components, including sight word skills and a three-pronged combination made up of phonics/spelling/handwriting skill instruction. Her teaching of these skills is evidenced throughout all of the field notes.

Sight words.--The sight word component can be evidenced in such conceptual, interview statements as, "Oh, since the beginning of the year I've been teaching sight words" (Interview, February 23, 1979, p. 25) and field note citations showing sight word charts (Field Notes, April 11, 1979, p. 15) and teacher-made stories using the sight words:

This is the cat.

Draw the cat.

This is the dog.

Draw the dog.

This is the moon.

Draw the moon.

(Field Notes, December 5, 1978, p. 2)

Phonics, spelling, handwriting.--Teacher #09 includes the combination of phonics/spelling/handwriting skills as an integral part of her skill foundation program. She states that

. . . we are training their hands to do handwriting. It is more meaningful to have them do it with words that they're actually using or in another part of the reading program where they can see that things are fitting together so that they are learning rather than just making letters. . . . I

think the writing and the phonics and spelling all fit together (Interview, February 23, 1979, p. 22).

She also spoke of the relationship between the three skill types to the children. One such example is the following field note citation:

C: Are we spelling?

T: Yes, you see how important spelling is?
 . . . We use it in reading and writing
 (Field Notes, April 11, 1979, p. 2).

Use of literature.--Teacher #09 had a strong commitment to using children's literature in her reading program. Her belief in the importance of using library books comes through in her conceptual statement:

We use a lot of literature, children's literature, and a lot of different ways in language arts that will tie in reading with books, with fun, with communication. . . . I take the children down (to the library) an extra time and teach them how to use it so this would be one of the things I do (Interview, September, 1978, p. 5).

This belief can be evidenced in practice by her daily reading to the children and her extra weekly trip to the library.

Social/emotional growth.--Teacher #09 consistently worked on the social and emotional growth of her students. This growth, although not a conception of reading, did have a bearing on what went on in her reading instructional program. This belief in promoting the

social/emotional growth of the children can be consistently found in the field notes throughout the year as the following examples illustrate:

Teacher praises quiet closing of the desks by the kids (Field Notes, September 12, 1978, p. 3).

She remembered, which is great (Field Notes, December 1, 1978, p. 4).

I make a happy face on the board to show what a nice job you're doing (Field Notes, February 13, 1979, p. 1).

Jenny, I want to tell you how pleased I am with how well you are listening (Field Notes, February 8, 1979, p. 6).

No matter who wins the game, we all win if we learn the words (Field Notes, May 2, 1979, p. 4).

Another evidence of Teacher #09 promoting good feelings about themselves in her students is the statement she made concerning her use of whole group instruction:

And when you have whole group instruction, you can make sure there is some way they (low group) can also be successful in something in the group. . . . Give some feedback that will give them happy feedback (Interview, February 23, 1979, p. 1).

Handling behavior problems.--A conception of teaching which has a bearing on Teacher #09's reading program is her insistence on handling behavior problems as they occur. Her rationale for interrupting reading instruction to deal with a behavior problem is revealed in her statement:

. . . it is disrupting the whole class from the learning process . . . and some children in the room who have problems pick up the behavior and may try the same thing (Interview, February 23, 1979, p. 29).

She was also observed handling the less disruptive behavior problems in a consistent, non-threatening way as evidenced in the following field note citation:

"Mrs. _____ compliments the quiet children and asks 'does anyone know why I'm unhappy'?" (Field Notes, April 11, 1979, p. 6).

Classroom management.--Teacher #09's belief in classroom management permeates all areas of instruction, including reading. She uses whole class instruction for reading skills development not only for academic growth but also as she states, "There is an advantage about group work that I think is good for whole classroom management" (Interview, February 23, 1979, p. 21). She also uses many aides, student teachers, etc., in her reading program because, as she states, "We could work in smaller groups and it gives me more time to work individually with children" (Interview, February 23, 1979, p. 26). As one surveys all field notes, it becomes evident that Teacher #09 put her classroom management concepts into practice every day.

How Taught

Teacher #09's belief about how she was taught to read is illustrated in Figure 12.

Basal and whole group instruction.--Although Teacher #09 could not remember very much about her own schooling, she did recall a first grade experience with the basal text and whole group instruction:

. . . I remember reading in a storybook that had the "Little Red Hen" and pictures and "The Little Pan-Cake that Rolled Away" on the picture . . . the next memory I have is reading as a whole group and took turns around the room one person after another (Interview, February 23, 1979, p. 1).

Spelling.--Teacher #09 remembered spelling in conjunction with reading and when she skipped third grade she recalls:

I was so worried that I wouldn't know how to spell Philadelphia so evidently we had spelling somewhere along the line (Interview, February 23, 1979, p. 1).

First Year

How Teacher #09 believes she taught reading her first year of teaching is illustrated in Figure 13.

Importance of literature.--Teacher #09 recalled her attempt to develop an individualized reading program but found "some of the techniques I could not use successfully . . . but it was one reason I would have

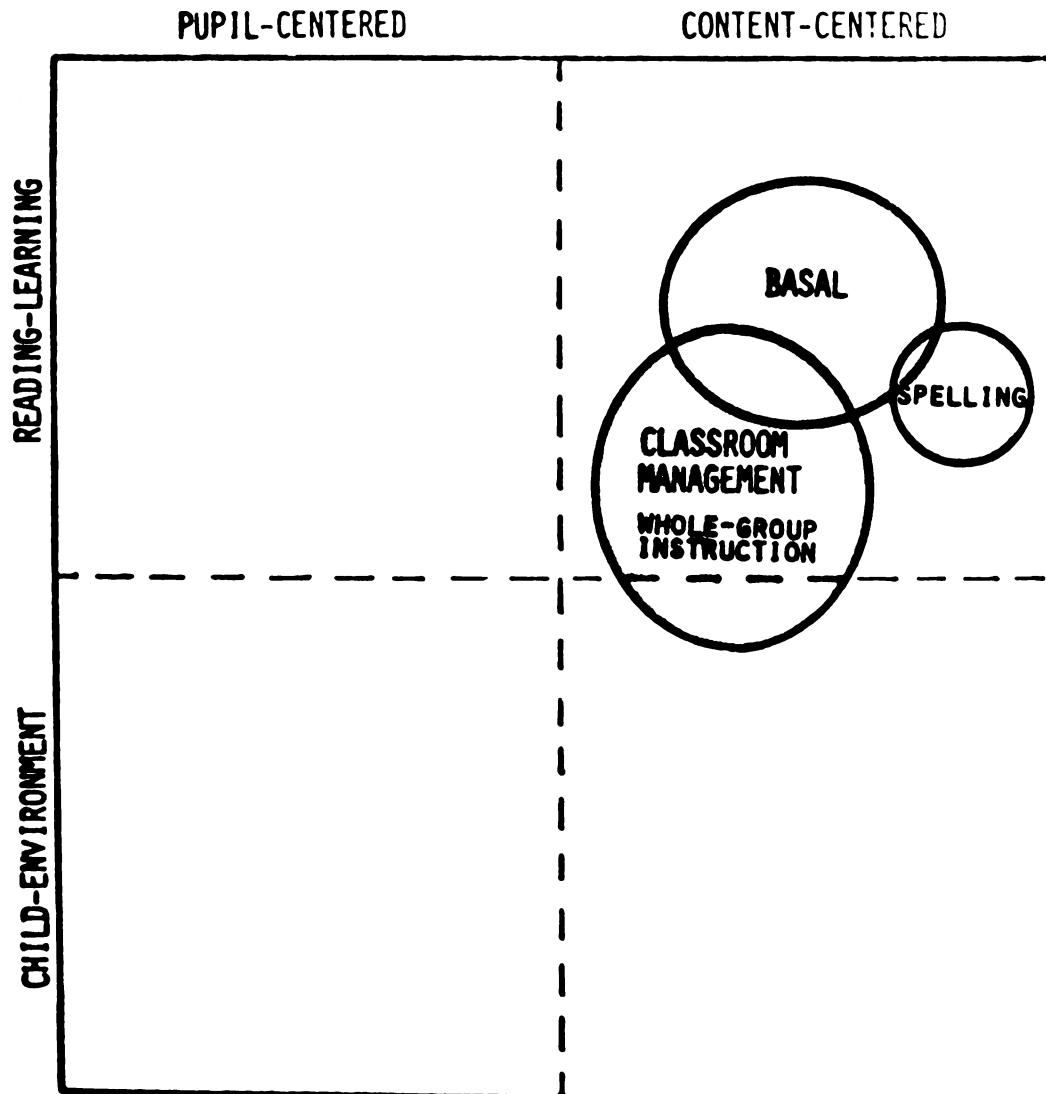


Figure 12.--How Teacher #09 Said She Was Taught.

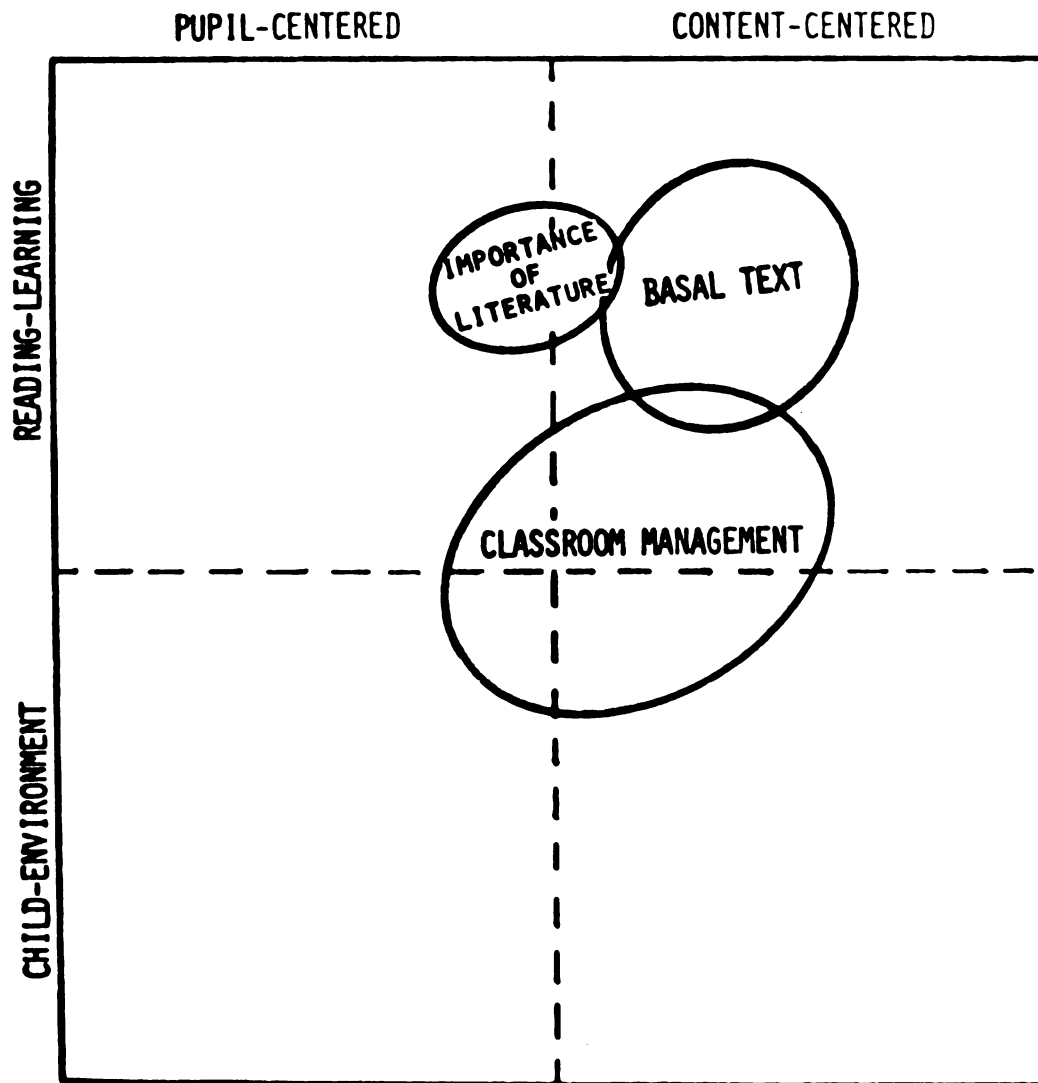


Figure 13.--What Teacher #09 Said Guided Her Decisions During Her First Year of Teaching.

more books . . . I went to county library and got an extra collection" (Interview, February 23, 1979, p. 7). She also spoke of the importance of reading to the children her first year of teaching, ". . . one of my most important activities was reading, reading books to them" (Interview, February 23, 1979, p. 8).

Basal text.--After the failure of her individualized reading program, she turned to the basal system as evidenced by her statement:

I did not know the teaching skills well enough to know whether I was teaching all that they needed and that was one reason I stayed with the basal . . . and the teacher's manual (Interview, February 23, 1979, p. 7).

Classroom management.--One of the ways Teacher #09 implemented a management system was through the use of seatwork. She commented about her use of seatwork in the following manner: ". . . You had to keep them quiet in some way. . . . I hope it was related to what we were doing" (Interview, February 23, 1979, p. 12). Another aspect of her classroom management was whole group instruction as evidenced by her statement:

. . . I've always used whole groups. I think they're good . . . an efficient way to teach a skill . . . and another advantage about group work is that it is good for whole classroom management (Interview, February 23, 1979, p. 21).

Second-Fifth Years

How Teacher #09 believes she taught reading her second through fifth years of teaching is illustrated in Figure 14.

Basal text.--During her second through fifth years of teaching, the school wanted to change the basal text from Scott Foresman to the Economy Series. Teacher #09 had previously used the Economy Series as a substitute teacher and had this comment to make about it:

. . . I think because they knew I liked the other system (Economy) they put me there to get it started. So the second year we started in first grade with the Economy Reading materials which of course is phonetic based (Interview, February 23, 1979, p. 3).

Phonics.--Teacher #09 spoke of her new concept of phonics instruction through the materials she used during that time period:

I used the SRA game kit . . . and we also had the phonics game kits which they bought for us . . . the second through fifth years I was in the position of trying to demonstrate . . . that a phonics approach could be interesting (Interview, February 23, 1979, p. 6).

When asked what reading activity was most important, she replied, "I think phonics instruction" (Interview, February 23, 1979, p. 9).

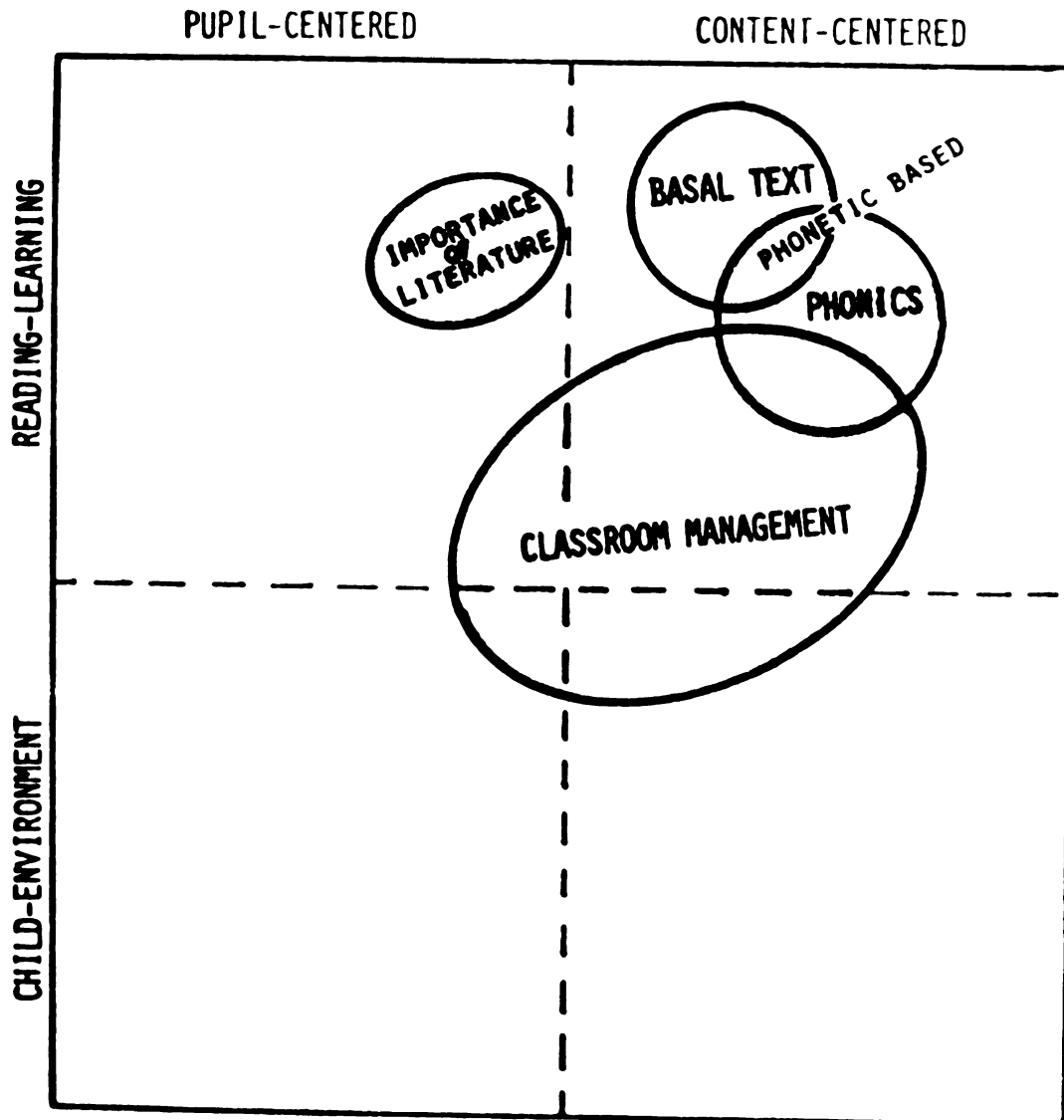


Figure 14.--What Teacher #09 Said Guided Her Decisions During Her Second Through Fifth Years of Teaching.

Importance of literature.--Teacher #09 continued to use children's literature but during this time period it was not used for direct reading instruction but for the reasons she gave in the following interview statement:

Because I enjoyed it and they enjoyed it . . . it's restful and peaceful . . . the vocabulary development was extremely important and for the meaning of words. . . . (It was used) for teaching sentence structure also (Interview, February 23, 1979, p. 13).

Classroom management.--Teacher #09 still used whole group instruction as a management technique as well as an efficient way to teach skills:

I still kept them altogether for the morning just right along but I found some of them in the afternoon being farther behind the group in the morning. . . . But sometimes there were those who would catch up by just being exposed to the morning (whole) group instruction and could put it all together (Interview, February 23, 1979, p. 5).

Belief Regarding Significant Sources of Her Conceptual Change

These findings will be presented first by means of a table recording the number of statements Teacher #02 made concerning each source followed by sample statements giving evidence for each source (see Table 27).

TABLE 27.--Teacher #09's Sources of Conceptual Development and Change.

Source	No. of Statements
Experience	20
Other teachers*	4
Teacher training*	4
School system constraints*	3
Professional literature	6
Materials	10

*Not significant sources according to the definition of significant sources.

Experience

Teacher #09 seemed to make the majority of her decisions based upon her experiences as a teacher. Her statements concerning experience and conceptual changes pertained to areas which included her experience as a teacher with various types of children and teaching experience in general. There were fifteen interview statements which discussed her decisions about reading instruction which were based upon the needs of particular children. One such example is her explanation of her handling of sleeping children during reading instruction:

If they sleep, I do not wake them up. For one thing, I know many times these children are up very late. If they are just half awake, they

aren't going to learn very much anyway
(Interview, February 23, 1979, p. 29).

A further example gives evidence of her basing the instructional content on the special needs of particular children:

I taught sentence structure because if you've ever taught in a low, very low culture area, that is very essential (Interview, February 23, 1979, p. 13).

A statement which typifies her belief that her reading conceptions were molded through general teaching experiences is as follows:

It's (reading program) made up of the things that I have tried along the way that I found successful and that fit together (Interview, September, 1978, p. 2).

Professional Literature

Teacher #09 spoke of the influence journal articles and textbooks had on her reading conceptions. She spoke of trying new programs such as using library books for her reading instructional material. "I was interested in it and the book had just come out and I tried some of the techniques" (Interview, February 23, 1979, p. 15). She also attributed her classroom management changes to an article she read:

I read a story about the matter of classroom management. It was an experiment that was done with a teacher who was very effective with positive reinforcement (Interview, February 23, 1979, p. 15).

Materials

Teacher #09 made ten statements concerning the importance of the reading materials which she said she based instructional decisions upon. The materials she spoke of ranged from library books, basals and phonetic programs. A sample statement concerning a phonetic type of material is as follows:

I guess this (The Economy Series) was one of the biggest influences because not only did I like it but I also had to demonstrate it to other teachers (Interview, September, 1978, p. 7).

In a later interview, she again spoke of the influence this particular series had on her reading conception.

"I had substituted and used the Economy and I discovered the children were learning at a faster rate" (Interview, February 23, 1979, p. 17).

Hypotheses

The hypotheses for Teacher #09's present reading conceptions, their development and modification are illustrated in Figure 15.

Teacher #09 had difficulty remembering her reading instruction as a child, but the aspects she did recall, including two basal stories, spelling and whole group instruction, were evident in her present reading instructional plans. The two basal stories she remembered were read to the children in class. The whole group

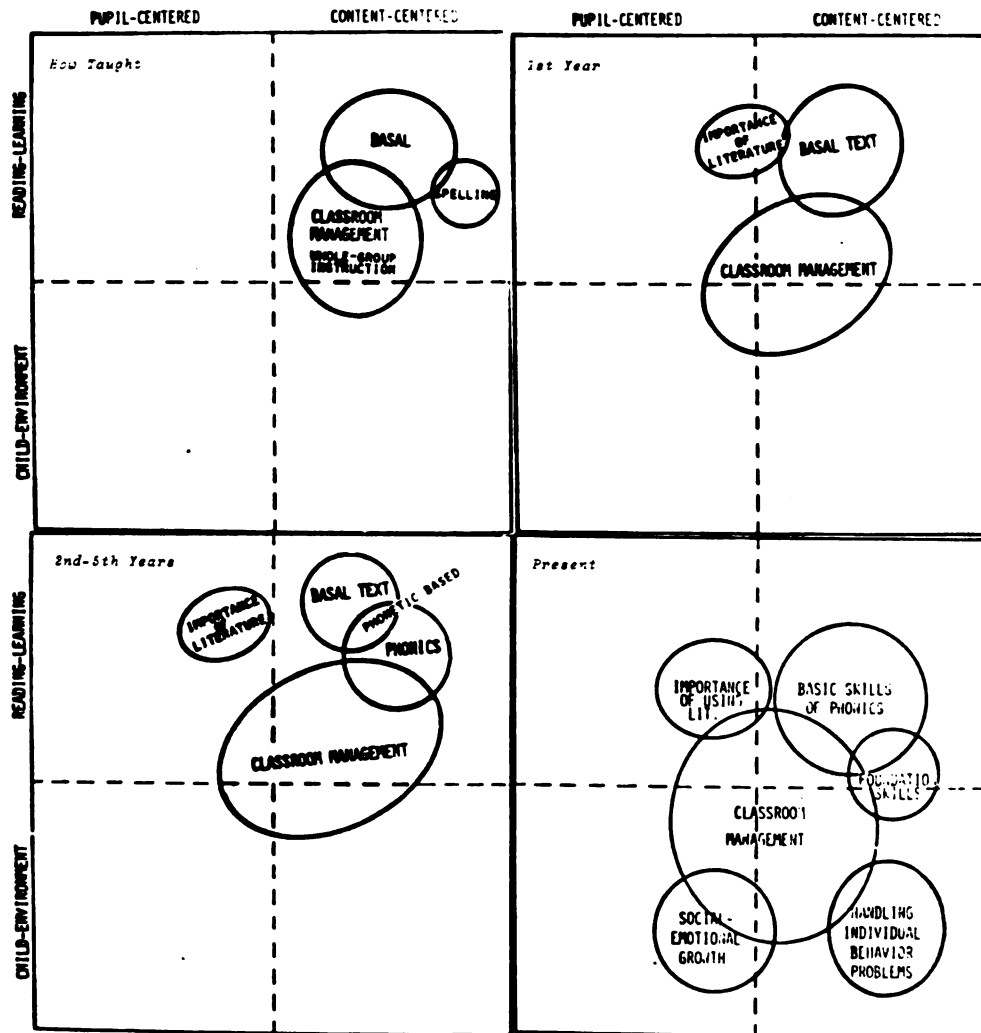


Figure 15.--Summary of Teacher #09's Conceptual Development and Modification.

instruction and spelling were two very important elements in her present reading instructional program every day.

Teacher #09 was consistent in her rejection of a basal approach to reading instruction because of its "boring nature." Her phonics program has developed into the major portion of her reading instructional plan and was in evidence every observation day. Library books and visits to the library were valued highly and the importance she placed on children's literature was evident in her present classroom.

The sources of change which seemed to influence Teacher #09's development and modification of her reading conceptions included experience, reading instructional materials and professional literature. The single source which she believed had the greatest impact on her instructional behavior was her previous experience with special needs children. Another very important source of change was materials based on phonics. Many interview statements point to her use of phonics early in her teaching career and her stable belief in that type of reading instructional format. Finally, her statements concerning professional literature give evidence for her belief that it played an important role as a conceptual change agent.

Card-Sort Results

The card-sort results will be presented in tables with the five to six dimensional items stated as they were given to the teacher. On the left of each item, four columns will appear. The first column is headed with the Words, How Taught, meaning the item was answered according to how the teacher remembered being taught to read. The second column is headed with the words, First Year, meaning the items were answered according to how the teacher taught reading her first year of teaching. The third column of numbers, headed with Second-Fifth Years, represents how the teacher answered the items as she remembered teaching her second through fifth years of teaching. The final column is headed, Present, and represents how the teacher responded to the items according to her present reading conceptions. The numbers in the columns represent the order of importance the teacher attributed to each item in the various dimensions. For example, the numeral one means that item was most important to the teacher during that specific time period, while the item ranked number five or six means that item had little significance to the teacher (see Tables 28-35).

Table 36 represents the responses made by the teacher about her beliefs concerning the sources of change which made a significant impact on her conceptions

TABLE 28.--Responses From Teacher #09 Regarding Evaluation Dimension.

How Taught	1st Year	2nd-5th Years	Present	Item
5	1	1	1	The number of skills he/she has learned.
3	3	2	2	The number of words he/she knows by sight.
1	2	5	3	The number of basal levels he/she has completed.
2	4	4	5	The competency he/she shows in his/her language sense, both orally and when reading.
4	5	3	4	The enthusiasm he/she exhibits for reading and language activities throughout his/her school life.
-	-	-	-	Empty card.

TABLE 29.--Responses From Teacher #09 Regarding Materials Dimension.*

How Taught	1st Year	2nd-5th Years	Present	Item
3	1	1	1	Materials that provide study and assistance in learning reading skills.
1	2	2	2	Attractive reading selections that are carefully graded in difficulty.
4	5	5	3	Material which children have written or which reflects the natural language patterns of children.
5	4	4	5	Materials that are used in real life such as library books, magazines, newspapers, etc.
2	3	3	4	Materials that are of interest and motivational to the children.
-	-	-	-	Empty card.

*Teacher #09 said she uses them all.

TABLE 30.--Responses From Teacher #09 Regarding Grouping Dimension.

How Taught	1st Year	2nd-5th Years	Present	Item
3	1	1	1	His/her reading skills strengths-weaknesses.
1	2	2	2	His/her instructional reading level.
5	4	3	4	His/her command of the language patterns and vocabulary of English.
4	5	5	3	His/her interests and attitudes regarding reading.
2	3	4	5	His/her oral reading ability.
-	-	-	-	Empty card.

TABLE 31.--Responses From Teacher #09 Regarding Activities Dimension.

How Taught	1st Year	2nd-5th Years	Present	Item
3	1	1	1	Learning the fundamental skills of word recognition and comprehension.
1	2	5	3*	Teacher-guided reading of basals or other graded materials.
4	4	3	4*	Instruction which incorporates the thinking-speaking-reading elements of language.
5	5	4	5*	Activities designed to create interest in reading and a positive attitude toward reading.
2	3	2	2*	Practice activities designed to promote the use of the basic reading skills.
				Empty card.

*Number 1 was most important, but 2-5 were equally important to her.

TABLE 32.--Responses From Teacher #09 Regarding Ability Level Dimension.

How Taught	1st Year	2nd-5th Years	Present	Item
No ans.	4	1	2	The least able readers.
No ans.	1	2	3	The average readers.
No ans.	3	3	4	The above average readers.
No ans.	2	4	5	The most able readers.
-	-	-	1	Empty card.
				"Throughout the year these groups would probably have comparable time: least able, average, above average. "Most able" would probably not need as much instructional time."*

*Teacher-made quote.

TABLE 33.--Responses From Teacher #09 Regarding Word Recognition Prompts Dimension.

How Taught	1st Year	2nd-5th Years	Present	Item
4	1	1	1	Sound the word out (phonics).
1	2	4	4	Look at the word (sight word).
3	3	3	3	Use the first letter of the unknown word and the context of the sentence (phonics and context).
2	4	2	2	Use the words and phrases (the context) around the unknown word.
-	-	-	-	Empty card.

TABLE 34.--Responses From Teacher #09 Regarding Comprehension Dimension.

How Taught	1st Year	2nd-5th Years	Present	Item
4	4	4	4	Little or no emphasis on comprehension when compared to emphasis on word recognition.
1	1	1	1	Emphasis on literal comprehension and factual recall.
2	2	2	2	Emphasis on inferential comprehension.
3	3	3	3	Emphasis on critical and creative comprehension.
-	-	-	-	Empty card.

TABLE 35.--Responses From Teacher #09 Regarding Instructional Role Dimension.

How Taught	1st Year	2nd-5th Years	Present	Item
1	1	1	1	The teacher should decide what is to be taught and should initiate and control instruction in reading.
2	2	2	2	The teacher should guide children in reading basic reading material, check on their progress daily and provide assistance and guidance as the lesson moves along.
-	4	4	4	The teacher should create an environment where children can learn on their own and should intervene only as the need arises.
-	3	3	3	Teachers should allow pupils to learn by themselves through independent centers, self-teaching materials, language exploration and/or inquiry techniques.
-	-	-	-	Empty card.

of reading. Once again the responses were made in order of importance; therefore, the source labeled number one is deemed by that teacher as the most influential source.

TABLE 36.--Responses From Teacher #09 Regarding Sources of Conceptual Change.

Response	Item
1	Experience
5	Other teachers
4	Teacher training
6	School system constraints
7	Early education
2	Professional literature
3	Materials

Confirmation Data

The confirmation data will be presented in two sections. First, a comparison of the card-sort results and the field data will be presented. Second, the field findings which were not confirmed will be discussed.

Comparison Data

The comparison of the field data and the card-sort confirmation data will be presented in Tables 37 and 38.

Table 37 will present the comparisons concerning the eight dimensions of reading. The table will include whether the card-sort data confirms the field data regarding the dimensions. Each dimension will be compared according to how the teacher believed she was taught to read, how she taught reading her first year of teaching, her second through fifth years of teaching and how she presently teaches reading.

Table 38 will compare the field data and card-sort data as they relate to the various significant sources of conceptual change.

Discussion

The interview data gave evidence regarding the development and modification of Teacher #09's conceptions of reading. The card-sort data confirmed the majority of the beliefs she said she held about her reading conceptions and the sources which impacted upon these conceptions. However, five of the card-sort items did not confirm the findings from the field data. The following is a discussion of the confirmed and non-confirmed data.

TABLE 37.--Comparison of Dimensions for Teacher #09.

Dimension	How Taught			First Year			Second-Fifth Years			Present		
	F*	CS**	† -††	F	CS	✓ -	F	CS	✓ -	F	CS	✓ -
Evaluation	Oral Reading	Oral Reading	✓	Workbook Skills	Skills	✓	Skills Phonics	Skills	✓	Skills	Skills	✓
Materials	Basal	Basal	✓	Basal & Books	Reading Materials	✓	Phonetic-Based Basals	Reading Materials for Skill Practice	✓	Workbooks Chart-Stories with S.W. Practice	Reading Materials for Skill Practice	✓
Grouping	Whole Group for Basal Reading	Instr. Reading Level	-	Skills Basal Levels	Skills	✓	Skills	Skills	✓	Skills & Whole Group	Skills	✓
Reading Activities	Oral Reading	Oral Reading	✓	Skills Oral Reading	Skills Oral Reading	✓	Phonics Instr.	Skills	✓	Phonics	Skills	✓
Ability Levels	No Data	No Response	✓	No Data	Average Reader	-	No Data	Least Able	-	Equal	Equal	✓
Word Recognition Prompts	No Data	Sight Word	-	Beginning Sound & Sight Words	Phonics & Sight Words	✓	Phonics Context	Phonics Context	✓	Phonics Context	Phonics Context	✓
Comprehension	No Data	Literal & Recall	-	Literal	Literal & Recall	✓	Literal & Inference	Literal & Inference	✓	Literal Inference Context	Literal Inference	✓
Instructional Role	Decision Maker	Decision Maker	✓	Decision Maker & Guide	Decision Maker & Guide	✓	Decision Maker & Guide	Decision Maker & Guide	✓	Decision Maker & Guide	Decision Maker & Guide	✓

* F = Field Data

† / = Confirmed

** CS = Card-Sort Data

†† - = Unconfirmed

TABLE 38.--Source Comparison for Teacher #09.

Source	Field Data	Card-Sort Data	✓ Confirmed - Unconfirmed
Experience	20	1	✓
Other teachers	4	5	✓
Teacher training	4	4	✓
School system constraints	3	6	✓
Early education	0	7	✓
Professional literature	6	2	✓
Materials	10	3	✓

Confirmed data.--As evidenced by Tables 37 and 38, the card-sort data substantiated the majority of the findings concerning Teacher #09's beliefs about her conceptual development and change and the sources which impacted upon these conceptions. Thirty-one out of the thirty-six (86 percent) card-sort items confirmed the findings, thereby giving evidence that the interview statements Teacher #02 made concerning the development and modification of her reading conceptions were substantiated by the card-sort data.

Non-confirmed data.--There were no data concerning the time spent with the various ability level groups during Teacher #09's first year of teaching and second through fifth years of teaching. Therefore, her corresponding responses on the card-sort did not confirm the interview data. Teacher #09 could not recall which word recognition prompts were used by her teachers while she was taught to read. Therefore, her corresponding card-sort responses did not confirm the interview data.

Teacher #09 was unable to recall the type of comprehension most emphasized while she was taught to read. Because there were no data to compare, the corresponding card-sort item responses did not confirm the interview data.

During the time period Teacher #09 was taught to read, she remembered reading in groups consisting of the whole class. Her response in the card-sort, however, gave high priority to the response that the class was grouped according to their instructional reading levels.

Summary

According to the findings which were confirmed by the card-sort, Teacher #09 did develop and modify her reading conceptions over time. Her present conceptions of reading include the belief in teaching the basic skills of phonics, spelling and writing in an integrated fashion and the skills of sight words and comprehension. After many of these skills are mastered, then children are given reading materials. Her own reading education, teacher education and teaching experience seem to have guided her into the beliefs about reading she now holds.

Teacher #09 was asked about her reading education as a child. Although she remembered very little, the things she did remember seemed to be important and were observed as part of her reading instructional program. She remembered a reading book, her concern about spelling and reading aloud with her whole class.

Teacher #09 changed somewhat during her first few years of teaching. One change was due to the materials

required by the school she taught in. Her first experience at teaching had her using the Scott Foresman Basal Series, and the following year using a phonetic-based basal series. She still uses this series but not as a total program. In fact, she rarely uses any basal series until the children have their skills learned and are ready to apply them in materials at their reading level. Literature was always important to Teacher #09 as an instructional material as well as for pleasure reading.

Classroom management was considered an important part of a well-run classroom by Teacher #09. She also developed a strong belief in helping children grow emotionally and socially more healthy. Part of that conception was integrated into her belief in dealing with behavioral problems as they happen. These conceptions of teaching had a great deal of impact on her reading instructional program.

The sources of change which she believed had a significant impact upon the development and modification of her reading conceptions were experience, materials and professional literature. Her responses to the corresponding card-sort items confirmed her belief that these sources did have an impact on her conceptual development and change.

Summary

The purpose of this study was to investigate, describe and to generate hypotheses concerning these conceptual changes. The study utilized classroom observations to help clarify each teacher's present conceptions of reading as well as provide questions which were used to probe regarding how these conceptions evolved. Interviews were used to aid in discovering further information pertaining to the development and modification of these reading conceptions and the sources of conception change.

To analyze the data, content analyses were used. First, descriptions and categories of the teacher's conceptions of reading were developed. Then the modifications of these conceptions which occurred over time were noted. And finally, the sources of these changes were identified and recorded. The card-sort responses were also analyzed and used as confirmation information regarding the field data.

The major findings regarding the answers to the research questions are as follows:

Question 1. What are the conceptions of reading held by the teachers under study?

Based on the analysis of the formal and informal interview data, it was discovered that the classroom teachers studied did have reading conceptions in varying

degrees of strength. It was further found that two of the three teachers had multiple conceptions of reading and teaching as reflected in the statements they made about reading. The specific components of each teacher's conceptions of reading are illustrated and discussed on pages 58-64, 96-99, and 127-132.

Question 2. How do the teachers believe their conceptions of reading were developed and modified over time?

The investigation as to the genesis of the teachers' conceptions of reading reveals that all the teachers studied did modify to varying degrees their conceptions of reading over time.

It should be noted that the answer to the second research question includes the key words "to varying degrees." The three teachers can be regarded as points on a continuum. Teacher #04 would be placed on the left because she changed least of all. Her basic reading conceptions always were the beliefs of the basal textbook company. These changed only in that she became a stronger basal advocate and/or the basal program changed. Teacher #02 would be placed at the midpoint. Even though she had her conceptions intact from her first day of teaching, they were modified in the sense that they became much stronger and very child centered. Teacher #09's placement would be on the right. She

changed from a combination basal/interest approach to a more phonics/basal approach. Presently she has settled upon a structured, phonics-based reading program.

Question 3. What do the teachers believe to be the significant sources of their conception change?

The analysis of the data shows that differing sources seem to trigger the development and modification of the reading conceptions held by the teachers under study. It was further discovered that some influences have a greater impact on their conceptions than others. For example, all of the teachers chose experience as an influential source of change, while only one teacher (#04) believed school system constraints to be an influential source of change. Other significant sources of change included teacher training, other teachers, professional literature and materials.

An analysis of the card-sort responses revealed that the majority of the interview data regarding the teachers' beliefs about their reading conceptions and the sources which trigger changes in these conceptions were confirmed.

CHAPTER V

SUMMARY, HYPOTHESES GENERATED, SPECULATIONS BEYOND THE DATA, AND IMPLICATIONS

Introduction

Chapter V of this dissertation is divided into four main headings: summary, hypotheses generated, speculations beyond the data, and implications. The purpose of the study was to describe three teachers' development and modification of their reading conceptions and to generate hypotheses concerning these conceptual changes.

Summary

The recorded classroom observations, interviews and card-sort instrument were analyzed using content analysis in which emerging data were continually fitted into existing categories or in which new categories were created. From the analysis, descriptions of the teachers' current reading conceptions were determined, the development and modification of these conceptions were noted and the sources of these changes were identified and recorded. Confirmation information was

obtained from the analysis of the card-sort instrument. The following are brief descriptions of each teacher's conceptual development and change including the sources which they believed were influential in these conceptual changes.

Teacher #02 seemed to have her conceptions intact from her early years of teaching until the present time. Her conceptual changes occurred in her shift from an emphasis on content to a more child-centered approach to the teaching of reading. Her conceptions included a belief in (1) using the basal, (2) teaching skills, (3) practicing the skills in a game format, (4) conducting the classroom activities via an efficient management system, (5) encouraging the enjoyment of literature, and (6) implementing all these beliefs through the use of each child's interest and motivational learning channels. Teacher #02 identified experience as the most influential source of her conceptual change. The only other source of change which was significant and confirmed was the teacher training course work she took as an undergraduate and graduate student.

Teacher #04 developed and modified her conceptions of reading very little over time. She had one basic conception, the basal, which changed only in strength. As her experience in education accumulated, she became more sure that the basal was the best way to

teach reading. She not only increased her advocacy of the basal, but also increased the number of supplemental materials she used to instruct children in reading. The sources of change which she believed significantly impacted upon her conceptions of reading were experience, teacher training courses and school system constraints.

Teacher #09 developed and modified her conceptions of reading not only in strength, but also in content over the years. She began her teaching career using a basal series and library books as her main instructional materials. Through the years, she exchanged the basal series for a phonetic-based program which eventually was used only as a supplement to a structured phonics skill system. These material changes are reflective of the changes in her approach to the teaching of reading. For example, she began using a traditional whole word approach and now has settled upon a phonic/spelling/handwriting skill program which introduces reading materials only after these skills are achieved. Since her placement in an inner-city school, her classroom management conception has become stronger. She has also developed two new conceptions, including a concern about the social/emotional growth of her students and the handling of behavior problems as they occur. The sources of change which she believes had a significant impact upon the development and modification

of her reading conceptions were experience, materials, and professional literature.

The findings indicated that the teachers studied did have conceptions of reading which they modified to varying degrees over time. Furthermore, the teachers attributed their conceptual development and change to various sources. The card-sort instrument confirmed the majority of the findings. Hypotheses which are based on the findings are presented in the following section.

Hypotheses Generated

Based on the data gathered and analyzed in this study, a set of hypotheses is presented as feasible. In examining the data, the assumptions and limitations of this study need to be kept in mind and the goal of hypothesis generation, rather than principle generation, needs to be remembered.

The hypotheses generated by this study emanate from the two major areas of the study. First, there were hypotheses concerning how the teachers developed and modified their reading conceptions over time. Secondly, hypotheses were generated regarding the sources of change which influenced their conceptions of reading.

Hypotheses Regarding the
Teachers' Conceptual
Development and
Modification

The following four hypotheses directly relate to the descriptive data regarding the teachers' reading conceptual development and/or change. These hypotheses are suggested for future testing.

1. Teachers equate conceptual change with change in reading instructional materials.

All of the teachers under study spoke of their conceptual development and modification in terms of some reading instructional material.

2. Regardless of the amount of conceptual change, beliefs about instructional grouping and evaluation do not change over time.

The teachers studied all grouped their students for instruction according to ability during their entire teaching careers. Although the three teachers used various evaluation techniques, they were consistent in the use of these techniques over time.

3. Teachers who exhibit much conceptual change make more independent decisions about reading instruction.

Teachers #02 and #09 gave more evidence of making instructional decisions regarding: (a) which materials to use, (b) which children would utilize given

materials, and (c) what specific means would be used to implement reading instruction with the materials.

Teacher #04, however, spoke of her fear of using "new" approaches. She willingly accepted the decisions made by the school authorities and the basal editors as her reading instructional decisions.

4. The degree to which teachers develop and modify their reading conceptions over time is related to their confidence in their skills as teachers.

The two teachers who felt free to develop and modify their reading conceptions also gave evidence that they felt confident in their ability as teachers. The teacher who changed very little often spoke of the basal editors as being more knowledgeable about reading than she. In addition, she spoke about her acceptance of the school system's authority for making instructional decisions about her students.

Summary of Development and Modification Hypotheses

Based on the data pertaining to the development and modification of the three teachers' reading conceptions, four hypotheses were produced. It is hypothesized that: (1) teachers base their conceptual change on a change in their reading instructional materials; (2) teachers, regardless of conceptual change, tend not to revise their beliefs about instructional grouping and

evaluation; (3) teachers who develop and change to a greater degree make more independent instructional decisions, and (4) teachers who are more confident in their teaching ability develop and change their reading conceptions to a greater degree.

Hypotheses Regarding Sources of Change

The following four hypotheses directly relate to the sources of change the teachers referred to as influential in their conceptual development and modification and are suggested for future testing.

1. Teachers believe experience is the most influential source of change.

Based on the three teachers studied, the specific kind of experience which resulted in change included (a) interaction with materials, (b) exposure to different teaching techniques, and (c) teaching children to read.

2. Teachers believe that teacher training courses in reading at all levels have limited application to the experience of teaching reading unless it has an experience component.

The teachers either spoke negatively about teacher training courses in reading or did not apply to practice what they professed to have learned in the courses. Teachers #09 and #02 both spoke negatively

about teacher training, with the exception of courses which afforded them an opportunity for a direct experience in reading instruction. Teacher #04, however, professed to have learned much about the reading process but gave no evidence of this knowledge in her conception or practice, even after she received her Master's degree in Reading Instruction.

3. Teachers do not verbally connect their conceptual change with the reading theory behind the various reading instructional programs they used through the years.

When the teachers were asked about their conceptual development and modification, they talked about their changes only in terms of materials and not in terms of the philosophy upon which those materials were based.

4. School system constraints have limited influence on teachers' reading conceptual development and change.

Teachers #02 and #09 said they had always taught in schools which did have mandates but said the mandates were either worked into their present conceptions or disregarded.

Summary of the Source Hypotheses

Based on the data pertaining to the sources of change which influenced the three teachers' conceptual development and modification, four hypotheses were produced. It is hypothesized that (1) experience is the most influential source of change among teachers; (2) teacher training courses, without an experience component, are not valued as pertinent to teaching reading; (3) reading theory is not a verbalized source of change for teachers; and (4) school system constraints have limited influence on teachers' conceptions.

Speculations Beyond the Data

Descriptive data often suggest new questions relating to the study for which there is limited evidence to formulate answers or generate hypotheses. The following section will discuss three areas about which speculations are made beyond the data. The three question areas include: (1) why is teacher education often labeled as "irrelevant" by practicing teachers? (2) why did one teacher consistently state her teacher training was worthwhile? and (3) why do conceptions change in substance and/or focus?

Speculation 1. Why is teacher education often labeled as "irrelevant" by practicing teachers?

Perhaps when pre-service teachers take their teacher training courses, they have no real experience base from which to relate the theory they are being taught in the classes. It is conjectured that even courses with an experience component fall short of simulating the real world the teacher deals with each day. Teachers who are asked to reflect back on their undergraduate level courses may remember most vividly the lack of knowledge they felt during their first years of teaching. The theoretical framework they were given in their methods classes may become relevant only after they have had the necessary experience base to use it effectively in the classroom milieu.

Speculation 2. Why did one teacher consistently state her teacher training was worthwhile?

Conceivably, the teacher in question may have consistently responded in this manner because she perceived this to be supportive of the researcher's view as a teacher educator, a speculation substantiated by the fact that many of this teacher's actions and decisions were made based on what she believed the "authority" expected of her rather than on any kind of personal independent thinking. A further speculation suggests that this teacher may have an external locus of control whereby she attributes her successes and failures in teaching reading to external influences.

Speculation 3. Why does a teacher's conception of reading change in substance and/or focus?

Perhaps conceptions change in substance and/or focus because teachers develop and change their conception in order to deal with problems they encounter in the classroom. They are mainly concerned with discovering a method for dealing with an immediate problem rather than delving into the theory behind some change they make. In other words, teachers are more likely to change or develop new conceptions in order to look like better teachers, have happier students, or simply because the change is a function of a practice which works. It is further speculated that operating in the classroom from a sound theoretical base is a secondary consideration to most teachers.

Implications

Implications were drawn from the descriptive data for future research, for practice, and for researchers who investigate using this type of research design.

Implications for Future Research

The purpose of descriptive study is to generate new hypotheses for research as well as to provide descriptions of the phenomenon studied. In this sense,

the study successfully accomplished its purpose.

Descriptions of the three teachers' reading conceptual development and modifications were presented as well as hypotheses regarding the descriptive data. The implications for future research include replicating the study with a larger sample. This study would investigate the following questions:

1. How do teachers verbalize their conceptual change?
2. Do teachers tend to remain static in their beliefs about evaluation and grouping even though they modify their beliefs about other reading instructional areas?
3. Do teachers who show a greater degree of change in their reading conceptions make more independent decisions about reading instruction?
4. Do teachers who state they feel confident about their teaching ability develop and change their conceptions more readily than teachers with less stated confidence?
5. What source of reading conceptual development and change is the most influential?
6. Do teachers view their education courses in reading as limited in application to the experience of teaching reading?

7. Do teachers base their conceptual change on reading theory?

8. What effect do school system constraints have on the conceptual development and change of teachers?

Implications for Practice

Because this study focused on three teachers, these implications are made provided the investigation of the questions in the replication study arrive at similar descriptive hypotheses. The following implications are made for practice in the field of teacher education and teaching: (1) Teacher educators should begin to look for new ways to relate theories to the practical problems encountered by teachers and to assist teachers in acquiring knowledge of the reading process as it applies to practice. (2) Classroom teachers should begin to consciously connect the theory behind their instructional practices to the practices themselves. In so doing, they may better understand the reading process as it relates to each child in his/her environment.

Implications for Researchers Who Investigate Using This Type of Research Design

There are three implications for researchers who plan to investigate problems using this type of research design. First, it should be noted that participant

observation research is very time consuming, and this aspect should be taken into consideration when deciding on the size of the sample. Second, validity is determined through the familiarity of the researcher with the subject to be studied. Even though this researcher was very familiar with a first grade classroom, it required many visits to readily identify significant events within the classroom. Finally, the reliability of research done in this format depends upon the number of times a phenomenon is observed taking place. This relates to the time consuming aspect of participant observation research. The reliability of this type of study increases as the number of observations increase.

Conclusion

The overall importance of this study is that it relates the story of three real teachers as they develop and modify their thinking about reading and reading instruction. It is hoped that familiarity with teachers such as these will aid teacher educators in gaining a better perspective of the varying elements which eventually comprise a teacher's conception of reading and the complexity of the environment within which the teacher works.

APPENDICES

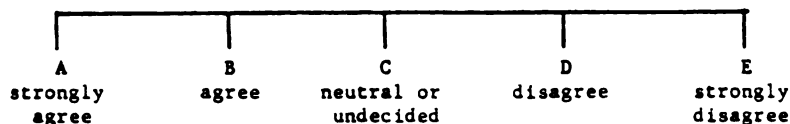
APPENDIX A

PROPOSITIONS ABOUT READING INSTRUCTION

PROPOSITIONS ABOUT READING INSTRUCTION

March, 1978

Directions: For each of the following 50 items, please indicate your level of agreement (or disagreement) by circling one of the five letters. In all cases, A means strongly agree, B agree, C neutral or undecided, D disagree and E strongly disagree. IMPORTANT: If you cannot decide upon a response to a particular item after 30 seconds, you should circle C for undecided and go on to the next item.



1. I believe that pupil success in reading should be determined primarily by noting progress from easier basal readers to harder basal readers.

A	B	C	D	E
---	---	---	---	---
2. I believe that teachers should directly teach the basic skills of reading to those pupils who need them.

A	B	C	D	E
---	---	---	---	---
3. I believe that the best reading materials are those which help children solve problems of importance to them.

A	B	C	D	E
---	---	---	---	---
4. I believe that an important indicator of reading growth is how often a pupil voluntarily uses reading in his daily life.

A	B	C	D	E
---	---	---	---	---
5. I believe that contextual clues are the most important word recognition aids and should receive more instructional emphasis than sight words or phonics.

A	B	C	D	E
---	---	---	---	---
6. I believe that basal textbook materials are an important part of good instructional programs in reading.

A	B	C	D	E
---	---	---	---	---
7. I believe that primary grade reading should emphasize decoding skills rather than comprehension.

A	B	C	D	E
---	---	---	---	---

8. I believe that reading success should be measured primarily by noting how well the pupil uses reading as he pursues his daily routine activities.
- A B C D E
9. I believe that the teacher's role is to help children learn to love reading by allowing frequent free reading and by conducting individual book conferences.
- A B C D E
10. I believe that reading instruction should focus heavily on comprehension, even at the beginning stages of reading.
- A B C D E
11. I believe that an important criteria for grouping pupils is the level basal textbook each is able to read.
- A B C D E
12. I believe that all children should be systematically taught to use phonics skills.
- A B C D E
13. I believe that the goal of developing comprehension is best achieved by giving pupils realistic reading problems which they see as meaningful in their lives.
- A B C D E
14. I believe that reading instruction should emphasize the higher-level comprehension processes typically found in good children's literature.
- A B C D E
15. I believe that a very important measure of reading success is the degree to which pupils use reading as a communication process.
- A B C D E
16. I believe that considerable instructional time should be devoted to conducting guided reading lessons using selections such as those found in basal textbooks.
- A B C D E
17. I believe that a carefully structured skills guide should be used when teaching reading to insure that each separate skill is mastered.
- A B C D E
18. I believe that reading groups should be formed as the need for them arises and should be disbanded when the need has been met.
- A B C D E

19. I believe that we should spend less time teaching pupils how to read and more time in getting him interested in reading.

A B C D E

20. I believe that reading materials should help children learn to read in a natural manner similar to the way they learned to speak.

A B C D E

21. I believe that the majority of a teacher's instructional time should be devoted to the pupils who are reading at or near grade level.

A B C D E

22. I believe that children who have similar skill deficiencies should be grouped together for instruction.

A B C D E

23. I believe that most of our pupils would be good readers if we gave them purposeful reasons for reading.

A B C D E

24. I believe that reading groups should be based on the pupils' interests.

A B C D E

25. I believe that teachers should spend more instructional reading time on helping children use language as a communication process.

A B C D E

26. I believe that sight word recognition is one of the most important word recognition techniques to teach.

A B C D E

27. I believe that a significant part of a teacher's time should be spent in teaching basic reading skills.

A B C D E

28. I believe that word recognition instruction should not become more important than involving pupils in real-life reading tasks.

A B C D E

29. I believe that if we gave children opportunities to read what they want to read, most of our pupils would be able to read well.

A B C D E

30. I believe that pupils of average and above average abilities benefit most from my teaching and should receive most of my time.
- A B C D E
31. I believe that comprehension activities should be designed to help children recall the essential elements of the selection read.
- A B C D E
32. I believe that one effective way to determine pupil reading success is to note how many skills he has learned.
- A B C D E
33. I believe that a significant amount of the instructional time in reading should be spent on purposeful, real-life projects and activities which call for the use of reading.
- A B C D E
34. I believe that word recognition is not very important in reading when children have been provided with stimulating, interesting materials to read.
- A B C D E
35. I believe that groups in reading should be formed on the basis of pupil ability to use meaning clues as they read.
- A B C D E
36. I believe that the reading teacher's role is that of assigning pupils to appropriate material and directing them as they complete the material.
- A B C D E
37. I believe that the pupils having difficulty learning to read should receive the majority of the teacher's instructional time.
- A B C D E
38. I believe that fewer children would have difficulty learning to read if we stopped teaching reading during self-contained reading periods and, instead, taught it as a part of all subjects.
- A B C D E
39. I believe that children should be allowed to choose the stories and books they want to read during the regular reading period.
- A B C D E
40. I believe that the teacher's job is to organize the reading period so as to maximize the interaction among all the language arts and to emphasize the communication aspects of language.
- A B C D E

41. I believe that a basal text should be used to teach reading.
- A B C D E
42. I believe that reading is a difficult process which must usually be taught in a step-by-step sequence if we are to develop good readers.
- A B C D E
43. I believe that the teacher's role is to involve pupils in realistic reading tasks which illustrate the functional utility of reading.
- A B C D E
44. I believe that reading is not difficult for most children to learn if they are provided with stimulating and lively materials to read.
- A B C D E
45. I believe that reading instruction should focus more on the use of meaning cues and less on skill instruction.
- A B C D E
46. I believe that comprehension should be taught by asking comprehension questions about the stories in the basal text.
- A B C D E
47. I believe that reading is composed of a series of hierarchical skills which must be taught sequentially and then used in combination if one is to read successfully.
- A B C D E
48. I believe that reading instruction should be taught so that pupils can use reading successfully in all curricular areas.
- A B C D E
49. I believe that reading would not be such a problem today if we made greater efforts to interest children in the reading of good children's literature.
- A B C D E
50. I believe that too much emphasis is being placed on skills (especially decoding skills) in reading programs today.
- A B C D E

APPENDIX B

VIGNETTES

TEACHER VIEWS ON READING INSTRUCTION

Barr-Spencer Inventory

Directions: Read the following case descriptions and indicate your response to the questions following each.

Case I Within your classroom, there is a group of children who have mastered basic word attack skills. These children are easily able to read classroom materials which deal with various curricular concerns. They also can use word attack skills systematically to identify words in more difficult materials. You are in the process of planning a reading program which will provide these children with the instruction which will best suit their needs.

Below are several questions concerning your instructional goals, materials, and focus, and your views on grouping and motivation. Select the answer that most closely conforms to your ideas. When you agree with more than one of the listed alternatives, identify which you believe to be the most important by placing a "1" next to it, a "2" next to the second most important and so on. Following each question are blank lines for you to expand on your answer if you should desire.

1. Materials - Which of the following material types would you use for reading instruction?

1. language experience stories and stories that reflect the natural language patterns of children
2. materials which focus on orderly skill development (phonics)
3. materials which introduce children to a slowly increasing number of sight words (basal series)
4. materials that meet the needs which emerge as pupils pursue real-life tasks
5. materials which the children select as interesting reading

2. Focus of Instruction - What proportion of your daily instructional time would be available to these readers for the following reading activities?
(Note: Time does not necessarily need to be spent on each type of activity.)

Reading Activity

Oral Reading	_____
Learning Sight Words	_____
Learning to Decode	_____
Reading Silently	_____
Discussing Story Meaning	_____
Developing Vocabulary	_____
Writing	_____
Enjoying Reading	_____
Other _____	_____

3. Grouping - Which of the following grouping practices most closely reflects your plans for grouping during reading instruction?
1. children grouped on the basis of interest
 2. children grouped on the basis of skills needs
 3. children grouped on the basis of contextual reading ability
 4. children grouped on the basis of general classroom performance
 5. children instructed as a total class
 6. children given individual reading programs
 7. children should receive reading instruction in integration with the total language arts program and not in a specific time slot of its own
-
-

4. Motivation - Which of the following types of motivation most closely reflects the techniques that you feel will help to develop the children's interest in reading?
1. Giving tangible rewards such as stars, candy, or hundreds
 2. Giving praise

3. Allowing opportunities for children to select their own materials and determine their own purposes for reading
 4. Helping the children to realize the progress they are making
-
-

5. Goals - Which of the following statements of goals most closely reflects the primary goal of the reading program that you are developing for these readers?

1. To have the children acquire a basic sight vocabulary
 2. To have the children learn to decode words
 3. To have the children comprehend what they have read
 4. To have the children develop interest and gain satisfaction from reading
 5. To have the children learn how to seek information they need to solve problems
-
-

6. Evaluation - Which of the following statements of evaluation most closely reflects the method that you would employ to evaluate the progress of these children during reading instruction?

1. Listening to the children read aloud
 2. Assessing the suitability of the children's responses to comprehension questions
 3. Judging the children's ability to perform certain isolated reading skills such as letter-sound associations
 4. Observing the children's interest in leisure reading
-
-

Case II Within your classroom are a group of children who continue to have residual word attack problems. Reading and especially oral reading of any classroom materials is an especially demanding and anxiety producing task for these children because they consistently miscall words and are unable to correct their errors by applying appropriate word attack strategies. You must devise a remedial program which will make reading a less painful and more enjoyable experience for these children.

Below are questions similar to those to which you just responded for Case I. Again select the alternative that best reflects your views, and add comments on the lines provided if no alternative seems appropriate to you.

1. Materials - Which of the following material types would you use for reading instruction?
 1. language experience stories and stories that reflect the natural language patterns of children
 2. materials which focus on orderly skill development (phonics)
 3. materials which introduce children to a slowly increasing number of sight words (basal series)
 4. materials that meet the needs which emerge as pupils pursue real-life tasks
 5. materials which the children select as interesting reading

2. Focus of Instruction - What proportion of your daily instructional time would be available to these readers for the following reading activities?
(Note: Time does not necessarily need to be spent on each type of activity.)

Reading Activity

Oral Reading	_____
Learning Sight Words	_____
Learning to Decode	_____
Reading Silently	_____
Discussing Story Meaning	_____
Developing Vocabulary	_____
Writing	_____
Enjoying Reading	_____
Other _____	_____

3. Grouping - Which of the following grouping practices most closely reflects your plans for grouping during reading instruction?

1. children grouped on the basis of interest
2. children grouped on the basis of skills needs
3. children grouped on the basis of contextual reading ability
4. children grouped on the basis of general classroom performance
5. children instructed as a total class
6. children given individual reading programs
7. children should receive reading instruction in integration with the total language arts program and not in a specific time slot of its own

-
-
4. Motivation - Which of the following types of motivation most closely reflects the techniques that you feel will help to develop the children's interest in reading?

1. Giving tangible rewards such as stars, candy, or hundreds
2. Giving praise

3. Allowing opportunities for children to select their own materials and determine their own purposes for reading
 4. Helping the children to realize the progress they are making
-
-

5. Goals - Which of the following statements of goals most closely reflects the primary goal of the reading program that you are developing for these readers?

1. To have the children acquire a basic sight vocabulary
 2. To have the children learn to decode words
 3. To have the children comprehend what they have read
 4. To have the children develop interest and gain satisfaction from reading
 5. To have the children learn how to seek information they need to solve problems
-
-

6. Evaluation - Which of the following statements of evaluation most closely reflects the method that you would employ to evaluate the progress of these children during reading instruction?

1. Listening to the children read aloud
 2. Assessing the suitability of the children's responses to comprehension questions
 3. Judging the children's ability to perform certain isolated reading skills such as letter-sound associations
 4. Observing the children's interest in leisure reading
-
-

Case III You are a first grade teacher who is in the process of planning the first several months of reading instruction for a group of six-year-olds. Your initial assessment of the children's reading ability indicates that none of the children is already reading. However, you know that all have mastered the kindergarten reading readiness program and their response to informal first grade work you have given them suggests that they are ready to begin reading instruction. During this work, you have also noted that some of the children seem to be ambivalent about reading, preferring to build with blocks and do art projects rather than to work on paper and pencil tasks. What sort of initial reading program would you design for these children in your class?

Please respond to the following questions to indicate the nature of the reading program you would design.

1. Materials - Which of the following material types would you use for this beginning reading instruction?
 1. language experience stories and stories that reflect the natural language patterns of children
 2. materials which focus on orderly skill development (phonics)
 3. materials which introduce children to a slowly increasing number of sight words (basal series)
 4. materials that meet the needs which emerge as pupils pursue real-life tasks
 5. materials which the children select as interesting reading

2. Focus of Instruction - What proportion of your daily instructional time would be available to these readers for the following reading activities?
(Note: Time does not necessarily need to be spent on each type of activity.)

Reading Activity

Oral Reading	_____
Learning Sight Words	_____
Learning to Decode	_____
Reading Silently	_____
Discussing Story Meaning	_____
Developing Vocabulary	_____
Writing	_____
Enjoying Reading	_____
Other _____	_____

3. Grouping - Which of the following grouping practices most closely reflects your plans for grouping during this beginning reading instruction?

1. children grouped on the basis of interest
 2. children grouped on the basis of skills needs
 3. children grouped on the basis of contextual reading ability
 4. children grouped on the basis of general classroom performance
 5. children instructed as a total class
 6. children given individual reading programs
 7. children should receive reading instruction in integration with the total language arts program and not in a specific time slot of its own
-
-

4. Motivation - Which of the following types of motivation most closely reflects the techniques that you feel will help to develop the children's initial interest in reading?

1. Giving tangible rewards such as stars, candy, or hundreds
2. Giving praise

3. Allowing opportunities for children to select their own materials and determine their own purposes for reading
 4. Helping the children to realize the progress they are making
-
-

5. Goals - Which of the following statements of goals most closely reflects the primary goal of the reading program that you are developing for these beginning readers?

1. To have the children acquire a basic sight vocabulary
 2. To have the children learn to decode words
 3. To have the children comprehend what they have read
 4. To have the children develop interest and gain satisfaction from reading
 5. To have the children learn how to seek information they need to solve problems
-
-

6. Evaluation - Which of the following statements of evaluation most closely reflects the method that you would employ to evaluate the progress of these children during beginning reading instruction?

1. Listening to the children read aloud
 2. Assessing the suitability of the children's responses to comprehension questions
 3. Judging the children's ability to perform certain isolated reading skills such as letter-sound associations
 4. Observing the children's interest in leisure reading
-
-

Case IV By February, the first graders for whom you constructed a beginning reading program (Case II) start to develop some reading proficiency. It is apparent that the reading program that you decided upon in September has worked both to develop children's ability and interest in reading. At this stage, you must consider whether first graders who have developed some reading skill would profit more from the continuation of the successful program established in September or from a program with a somewhat different treatment of reading.

The following questions ask you to characterize the reading program that will best meet the needs of these students.

1. Materials - Which of the following material types would you use for reading instruction?
 1. language experience stories and stories that reflect the natural language patterns of children
 2. materials which focus on orderly skill development (phonics)
 3. materials which introduce children to a slowly increasing number of sight words (basal series)
 4. materials that meet the needs which emerge as pupils pursue real-life tasks
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Developing Vocabulary	_____
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Enjoying Reading	_____
Other _____	_____

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1. children grouped on the basis of interest
2. children grouped on the basis of skills needs
3. children grouped on the basis of contextual reading ability
4. children grouped on the basis of general classroom performance
5. children instructed as a total class
6. children given individual reading programs
7. children should receive reading instruction in integration with the total language arts program and not in a specific time slot of its own

-
-
4. Motivation - Which of the following types of motivation most closely reflects the techniques that you feel will help to develop the children's interest in reading?

1. Giving tangible rewards such as stars, candy, or hundreds
2. Giving praise

3. Allowing opportunities for children to select their own materials and determine their own purposes for reading
 4. Helping the children to realize the progress they are making
-
-

5. Goals - Which of the following statements of goals most closely reflects the primary goal of the reading program that you are developing for these readers?

1. To have the children acquire a basic sight vocabulary
 2. To have the children learn to decode words
 3. To have the children comprehend what they have read
 4. To have the children develop interest and gain satisfaction from reading
 5. To have the children learn how to seek information they need to solve problems
-
-

5. Evaluation - Which of the following statements of evaluation most closely reflects the method that you would employ to evaluate the progress of these children during reading instruction?

1. Listening to the children read aloud
 2. Assessing the suitability of the children's responses to comprehension questions
 3. Judging the children's ability to perform certain isolated reading skills such as letter-sound associations
 4. Observing the children's interest in leisure reading
-
-


APPENDIX C

FIELD NOTE SAMPLE

December 4, 1978

16 children

- 9:10 Kids in
T--Collects picture and book \$'s
attendance
lunch
Pledge
Calendar
- 9:21 T--What month is our new month?
What day?
Child stuck on Sunday
What letter does Sun. Start with? SS s sunday
Kids fill in their calender.
They pick the girl to color - Girls make her look like themselves.
and boys like a sister or how they'd like a sister to look.

T--discusses families and how she's learning about their families
and how that helps us know about each other better. Also talks
about Hanukkah.
- 9:29 Explanation of seatwork - 4 pages
1. Fun in the Snow -- dot-to-dot - fun sheet
2. Writing Ditto (she explains difference between toy and toys
talks about how many toy represents toys)
3. Phonics Ditto - L sound.
T--Goes over some of the pictures.
4. Color paper, color pictures, orange-green-black --paste and cut
words under pictures.
Gives extra papers to Tom in math.
- 9:35 Kids begin working -- she explains Tom's math paper.
(he is gifted in math probably 3rd grade level)
- 9:36 Lisa Individual (Vietnam Child)
T uses chalk board. draws a ladder on the board.
- | | | |
|--|--|--------------------------------|
| T--What do you think this is |  | in and are |
| T--What is it used for? | | run make ride |
| T-- This is called a word ladder | | dog jump the(ten) [*] |
| Lisa says words. | | see you and |
| *Ten - T-- "It's one of our # words
isn't it?" K--"two" T-- Oops, down
you go. | | |
- 9:41 Lisa goes out to read with Mom volunteer
- 9:42 Bunnies come up (8 kids - 3 from other rooms)
Kids bring back books - cross off names

- 9:45 New Book Honeycomb
 Why do you think it's called Honeycomb -- Look at the cover
 discuss - hair comb and honeycomb
- 9:45 Lisa back -- Lion's go out with Mom.
- 9:45 T--"I'm going to give you about 3 minutes to look through
 and enjoy your new book. Find the one page you think you'll
 like best."
 T--"There's some real good one in here.
 Teacher keeps talking about how neat the book is --
 Kids discuss it among themselves. Some can be heard saying
 "I've got two favorites already."
- 9:49 T--writes names (of Kids) on board. Kids tell page of favorite
 story. Teacher writes page down
 T--"Oh I'm so glad you are all choosing different pages. That
 will be your special reading day when we get to your pages.
 Rissie choose page 7 Tomorrow is her special reading day. She
 gets to keep her book and practice story for tomorrow.
- 9:53 Workbook
 Kids tear out pages - get pencils - go around group reading lines
 chose which one goes with pictures.
- 9:56 Child says stopping for shopping. T--says "Honey that word is
 shopping"
- 9:57 Next page. circle the picture and write the word.
 T--"How would you spell ing from ceiling."
- 10:00 Mrs W is having you write at the reading center today so I can see how
 you all write. Starting your letters correctly.
- 10:01 Lions return from Mom - Greg goes out.
- 10:02 Bunnies done with pages - they make their own stars. Next page
 they do silently. T--"Will I hear any sounds when you do it
 silently? Check to see if lips are moving, remember we've been
 practicing silently - using only our eyes.
 Kids at seats working quietly.
- 10:05 Silent work done-they correct it together.
- 10:06 Bunnies excused to go out with Mom.
 Teacher circulates
 T--"Is there anyone who needs help before our next reading group?"

- 10:07 Cats called up (4 kids)
 T--"close your eyes and see if you can see a picture of what
 I'm reading. If I said Christmas tree what would you see?"
- Each child gets a turn to say what they saw.
- Does the same with Car.
- Kids pick small parts of car.
- 10:10 T--"Did you notice everyone say something different? That's called
drawing conclusions. We all may draw different ones or think something
is more important.
- 10:11 T--Begins reading short story. Kids each get a turn to draw a
 conclusion.
- 10:14 T--writes words on board -- My your yellow "What does it
 say in these words. What letter did y sound like in that word.
 m m m -i = It's at the end.
- K-- "i" Then goes on to other words. Note: y is at the end.
- Fly try shy fry
 Remember when we discussed vowels a e i o u and sometimes y -
 this is when it is a vowel.
- 10:18 T--writes sentence on board.
 1. The bus comes by Teddy's house. Which word has the vowel
 i for y.
 2. I'll try to play with becky
 T--"Oh, oh here we have two y words with different vowel sounds.
 (This happened because she was using the kids in the group for
 her sentence.)
 3. The shy cat is big.
 T-- "You all did well, now we shouldn't have much trouble with
 words ending in Y. We'll be sure to try our vowel sounds
 there."
- 10:22 Cats go out with Mom - we'll come back for reading later
- 10:24 Greg comes up.
- 10:25 Greg reads from book teacher uses context to help him with unknown
 words.
 Stuck on we T-- more than one we say _____.
- 10:26 Work book page.
 Beginning sounds thermos - th th th
- 10:27 Greg excused
 T--"Anyone ready to be corrected?" She helps Lisa with words
 for pictures. Helps Tom with math.

- 10:30 Teacher circulates helping children
- 10:34 Cats return (4) Reviews y again
 "Y is sometimes a vowel."
- 10:35 Begin reading in Basal T--"what did they do at this school that we did in our school?"
 K--pictures
 T--"Who was sad on picture day?"
 "Why was she sad? What did she do? What season do we usually use those teeth with?"
- 10:37 T--"One day the pictures came back and the teacher said something just like Mrs. W. Let's have Becky read what she said."
 T--sets up oral reading for each person as above - each group member gets a part.
- 10:40 Becky stuck on without T--"These are compound words Becky knew with but without the end of the word says?" Remember compound words are made up of two little words.
- 10:42 T--"She didn't have teeth but she had something else she was proud of. It was her _____? 1. Kid--dress, 2 kid smile T--"yes"
- 10:44 Cats excused. -- Teacher begins correcting papers.
 (In an informal interview Mrs. W. told me she takes time each day to correct seatwork with each child, so they'll get the feedback and reinforcement. they correct papers if done poorly).
 2 kids at listening center
 others still working
- 10:46 Recess -get ready and leave.
- 11:10 In from recess
- 11:11 Show and tell
 Big Chair - review of what the chairman does --
 Little Chair-- talker and/or shower
 All the rest are listeners.
- 11:15 Magnet - did experiment - doesn't stick on wood.
 It does on metal.
- 11:20 Me and my brother
 changed to my brother and I --
 T-- explains why.

11:23 Talk about difference between questions and telling.

11:25 Math problem How long have you had it?

6 years

-5 years

1 year

T--writes problem on board.

11:32 T-- reads poem from Santa a child brought for show and tell
Explains - personal - "only Jenny should open it."

11:41 Get ready for lunch "We didn't have time for story so we'll
find time this afternoon.

11:45 Excused

(During Show and Tell Mrs. W. asked kids to think about how many subjects they
had learned things about in Show and Tell -- they came up with--

1 Science - magnet

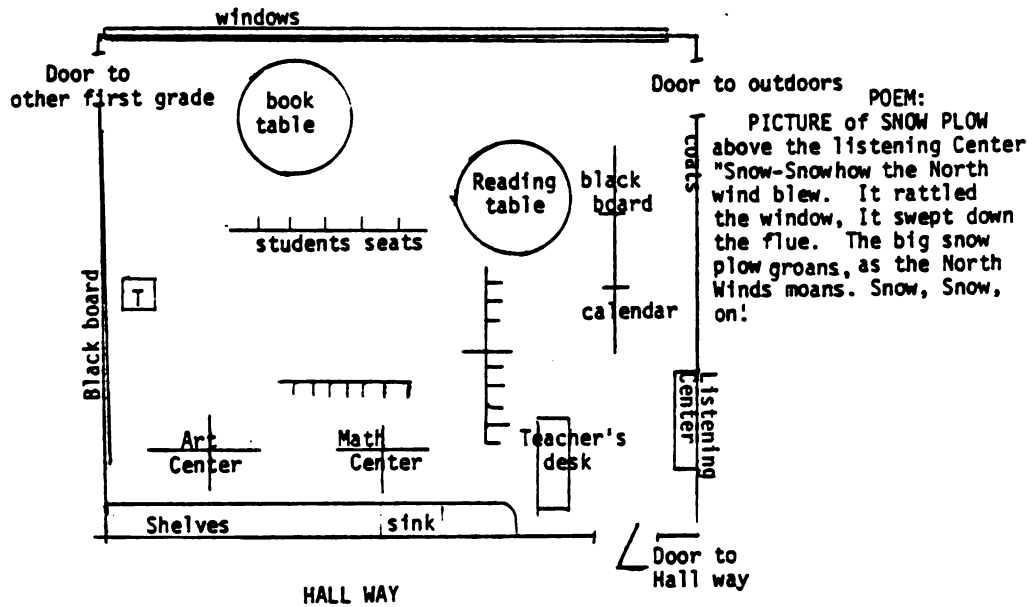
2 Poem - reading

3 Math - $6 - 5 = 1$


4 New words - personal

Then she turned to me and said "And some parents think Show and Tell is a
waste of time."

Room Map



Teacher made the story →



The Candle
When you're a candle
You are lit.
Not knowing why
Or what about
Then when you're least
expecting it
They blow you out.
Dorothy Aldis



See the Menorah
It is Hanukkah.



This Room is
a Magic Place
We're making
Tomorrow

Santa
picture

SANTA

Who is the man?
He is looking at his list.
He looks puzzled.
Maybe someone didn't write
nicely.
He has many letters to
read
We will try to write our
best,
Good Luck, Santa

Birthday cards for Mrs. W.

Thank you boys and girls for
the lovely birthday cards.
It was a nice surprise.

APPENDIX D

INTERVIEW SCHEDULES

CONCEPTIONS OF READING

Interview Schedule

September, 1978

Teacher Information

1. How long have you been teaching in elementary school?
2. Have you taught at other schools? If so, how many? Where?
3. How long have you been teaching at this grade level?
4. Have you taught at other grade levels at this school or at other schools? How long at each grade level?
5. In terms of teaching reading, which grade level do you most prefer? Why?

Teacher Information on
Present Reading Program
(Criteria for Material and
Program Selection)

1. How/what would you define your present reading program?
2. How did you come to decide on this particular reading program for your class? (Probe for sources, e.g. individual decision, other teacher recommendations, principal, curricular mandate, etc.)
3. Does your school have mandates concerning materials and the reading program you are to use in class? (If yes, probe for degree and type of mandated program and materials.)
 - a. Do you feel these mandates satisfy your notions about how reading should be taught and the materials to be used? (If yes, elaborate. If no, what do you feel needs to be added or changed to complete the program?)

4. What kind of reading materials will you be using mostly in class this year? (Probe for type, e.g. teacher/commercial made, and the nature (skills, etc.) of materials.)
5. How did you come to decide on the materials you will be using for reading? (Probe for sources using criteria of evaluation/selecting.)
6. What kind of reading activities will you be using mostly this year? (Probe for games, reading centers, projects, etc.)
7. What 3 most important things are you going to try to accomplish in reading this year?
8. What things are you going to do to accomplish these 3 things?
9. When school closes in June, do you hope to have a wider or a narrower span between the best reading in your class and the poorest? How will you accomplish your goal?

Teacher Philosophy
of Reading

1. What things were most crucial in your reading education that influenced your beliefs about the teaching of reading? (Probe for courses, instructors, books, other teachers, teaching experiences.)
2. In reviewing the development of your notions about reading, do you think your ideas have changed from the time you were a student to the present day? (If yes, can you give specific times and experiences that produced these changes?)
3. Can you briefly typify your beliefs about reading? (Probe for dimensions 4, 5, 6, 7, 8.)

Teacher Beliefs About
Readers (Judging Pupil
Success)

1. Could you define for me what you call a good or a successful reader? What do you look for as signs of a good reader?

2. Similarly, how would you define a poor reader, and, what signs do you look for as signs of a poor reader?
3. What signs do you look for as indicants of reading improvement in a reader?
4. How do you think kids really learn to read? (Probe for strategies kids use.)
5. Do you feel it is important to remediate poor readers? Do you think there are things you can do to improve poor readers? (If no, why not?) (If yes, what kinds of things would you do to remediate them?)
6. Do you think "high ability" and "low ability" students should be taught the same in reading class?
7. If you had only the best readers in your reading class, how would you work with them?

Secure list of all students; place their names on note cards.

Teacher Beliefs About
Grouping (Criteria for
Grouping)

1. Will you be grouping students in your reading program? (If no, see 5.)
2. If so, what criteria will you use to group your kids for the reading period? (Probe for sources of information, e.g. other teachers' information, what s/he heard about students, teacher testing, other testing, interacting with students, etc.)
3. Could you please group the children now according to the way you'll be grouping your kids. Please categorize them in groups and call them what you'll be calling them during reading.
4. Could you arrange these groups from highest to lowest in terms of their reading abilities?

5. Individualized instruction (no grouping)--For our purposes, it is necessary to keep tabs on pupil reading activity during the reading period. Do you think you can arrange your kids from the highest to lowest on your own reading criteria, in this class? Could you now divide them into five groups from highest to lowest groups on these criteria?

CONCEPTIONS OF READING

Interview Schedule

November 27, 1978

1. Since we last talked, have you done any kind of further testing?
2. Has your group changed in any way?
3. Have you selected new materials? Why?
4. How do you feel you spend the majority of your time with the varying groups in your room? Types of activities.
5. How do you perceive the time you spend with students of varying ability levels?
6. Do you feel you have a strategy you use to help a child attack unknown words? If so, what is it?
7. How do you define reading comprehension? Do you have a strategy you use to help a child gain meaning from printed material?
8. How do you define your belief system of the teaching of reading?
9. How do you perceive your role as an instructor?
10. What are your teaching goals for the rest of the year?

CONCEPTIONS OF READING

Interview Schedule

February, 1979 (Third Cycle)

I. Teacher Background

You are probing here to gain insight into the commonalities and differences between the teacher's elementary school instruction in reading and the instruction she is providing for her pupils. Sample questions include:

1. When you were in elementary school, was your family in the high, middle or low SES group in your school?
2. When you were in the primary grades, were you in the high, middle or low reading group?
3. Were the friends you played with during your primary grade years in the high, middle or low SES group of your community?
4. Can you remember how your teachers taught you to read? Describe the materials procedures, activities, etc. (Probe in terms of our dimensions.)

II. Genesis and Development of Conceptions

You are probing here to determine how the teacher's practices (and, by inference, her conception) has been modified over time. For each question, ask what the teacher did in her first year of teaching and what she did during her second to fifth year of teaching.

1. What reading growth evaluation techniques did you use? How did you decide on these techniques? If different, ask why.
2. Upon what basis did you form reading groups? Why upon this basis? If different, ask why.
3. What materials did you use? Probe for any other kinds. Why these materials? If different, ask why.
4. What types of reading activities were included in your reading program? Rank them in order of importance. If different, ask why.

5. Rank the amount of time you spent with high, medium, and low ability children from most time to least time. What made you decide on this time allotment? If different, ask why.
6. If a student came to an unknown word, what clues did you provide to help him/her recognize it? Why these clues? If different, ask why.
7. If a student could not answer a comprehension question, how did you help him/her answer it? Why these clues? If different, ask why.
8. What skills did you emphasize most? Why those? If different, ask why.
9. How much oral reading was done in your reading classes? Why? If different, ask why.
10. How much silent reading was done in your reading classes? Why? If different, ask why.
11. How was seatwork used in your classroom during reading? What was its nature? What made you decide on this type of seatwork? If different, ask why.
12. Did you read to your class? Why or why not? If different, ask why.

III. Principles Describing the Teacher's Conception

You are probing here to obtain a list of principles or propositions or hypotheses which the teacher espouses or accepts as true and which she says she uses in making decisions for and about the reading period.

1. Reading conceptions. To probe for a reading conception, give the teacher the Prop Sort she completed and take her through it orally. Have her select those propositions she most strongly agrees with and to alter any of those principles to make them agreeable to her. Also look for hints and clues to other principles not included in the Prop Sort.

2. Other conceptions. Probe relative to other conceptions which your observations have led you to suspect are influencing the teacher's instructional practice. Try to identify the principles which describe these non-reading conceptions.

IV. Instructional Decisions Observed

You are probing here to (1) confirm that what you have, during observations, assumed to be decisions were decisions in actuality, and (2) determine the teacher's rationale for making these decisions. The rationale, of course, should reveal the principles upon which the decisions are based and, hopefully, will help us determine the degree to which decision-making matches conception.

A. Long-Range or Permanent Decisions

Here you probe regarding unsponaneous decisions (the teacher seems to have made them sometime in the past and operates in them without conscious thought). Questions might include:

1. I have observed that you almost always
When did you decide to do it that way?
2. What conditions caused you to originally make that decision? (Probe for genesis.)
3. What is your rationale for doing it this way rather than some other way? (Probe for underlying principle reflecting a conception.)

B. Decisions Which Seem to be Context-Specific

Here you probe regarding decisions which the teacher seems to consistently make with only certain groups or certain kids or under certain circumstances: the decision is not universal to the situation. Questions might include:

1. I have observed that what you do with _____ ?
seems to be different than what you do with the rest of the class. When did you decide to do it this way?
2. What conditions caused you to originally decide to do it this way? (Probe for genesis.)

3. What is your rationale for doing it this way with _____? _____ and a different way with _____? _____? (Probe for principles association with a conception.)

C. "On-the-Spot" Decisions

Here you probe regarding decisions you have observed the teacher make at particular times and which seem spontaneous. Questions might include:

1. On (date) , I noted that you Why did you do that?
2. When was the first time you can remember doing that and what caused you to try it? (Probe for genesis.)
3. What is your rationale for having done what you did? (Probe for principles associated with a conception.)

CONCEPTIONS OF READING

Interview Schedule

May 4, 1979 (Fourth Cycle)

Note: Be sure to audio tape this interview.

1. Do you think there are days you enjoy teaching more than others? Why?
2. Regardless of days, are there reading groups you would rather work with? Why?
3. If you (as a child) could have had the experience of any of your groups, which reading group experience would you choose? Why?
4. What experiences in your teaching of reading do you find most rewarding? Most frustrating? Most challenging? Why?
5. What reading groups do you find most rewarding? Why? Most frustrating? Why? Most challenging? Why?
6. Do you think there is one of your reading groups you are most effective with? Why? (What does she do different to cause this learning?) What factors should I attend to in order to observe this?

Procedures

The purpose of this interview is to confirm our previous findings regarding teacher thought which appears to guide and govern decisions. To achieve this goal, use the attached format to probe each teacher first for the important conditions (however many she offers) influencing the decisions she makes for each dimension when she considers her poorest readers. When all eight dimensions have been completed, for the class as a whole, create in the teacher a new "mind-set" which focuses on a different SES school setting and ask the same questions. Repeat the procedure again for each of the following: the best reading group, a similar SES but a different grade level (1st or 4th) and for her current class when she thinks of it as a whole. To obtain the cleanest data, carefully provide the

"advanced organizer" or "mind-set" which the teacher is to focus on prior to her responses in each of the five context-specific criteria.

In the interest of conserving time, do not try to either write down the teacher's responses yourself or to have the teacher write them down. Just be sure your tape recorder is running! We must have a typed transcript anyway so . . .

Also, I would suggest that you schedule two hours for this interview and do your best to complete it in that time. Once the scheduled time is up, however, conclude the interview as soon as possible whether you're done or not and we will just have to settle for the data we have. I feel we need to do this out of consideration for the teacher and her time as well as out of consideration for you and your time.

REMEMBER, keep reminding these people (and yourself!) that we are asking them about their thoughts/beliefs, NOT what they actually do.

Part I

Now I want you to think only about your bottom reading group--about the slowest readers you have in your class. Now, which of your kids would that be? (Let teacher identify pupils.)

Dimension #1

Thinking only of the kids in your bottom reading group, what do you believe are the best ways to judge the success of these pupils? What should you look for to tell if the slow kids are becoming better readers?

Dimension #2

Still thinking of the bottom group, what do you believe to be the most important characteristics to be considered when choosing materials for reading instruction for these kids? What should you look for in choosing reading material for the bottom reading group?

Dimension #3

Considering only the bottom kids, what do you believe to be the most important criteria to use in forming a bottom reading group? How should you decide whether a kid belongs in the bottom group?

Dimension #4

In terms of the slow group, what reading activities do you believe should be given the most instructional time? What do you believe your slow kids should spend most of their reading time on?

Dimension #5

Considering just the slow kids, how much instructional time from you do you believe these kids need? How much of your time should the slow kids receive as compared to other kids in your class?

Dimension #6

Thinking only of the bottom group, what types of clues do you believe these kids should be given when they meet words they don't know in their reading? What do you think you should tell your slow kids when they don't know a word?

Dimension #7

Still thinking of your slow kids, what emphasis do you believe should be placed on comprehension with these kids? What type of comprehension should be emphasized?

Dimension #8

For the slow kids, what instructional role do you believe you should assume when teaching reading? In what way should you intervene with your slow reading group during reading instruction time?

Part II

Now I want you to imagine that you are teaching the same grade level but in a different school. In this different school, the kids are . . ., the homes are . . ., the major type of occupation is . . ., (fill in descriptions which create a contrasting SES from the school the teacher currently teaches in).

Ask the same eight questions but insert into each question the reminder about the difference in schools.

Dimension #1 - Judging pupil success in reading.

Dimension #2 - Criteria for selecting instructional materials in reading.

Dimension #3 - Criteria used to form reading groups.

Dimension #4 - Which reading activities will be allocated the most instructional time?

Dimension #5 - Which reading group will receive most of your instructional time?

Dimension #6 - Favored word recognition prompts.

Dimension #7 - Relative emphasis on comprehension.

Dimension #8 - Favored instructional role.

Part III

Now I want you to think only about your top reading group in the class you have now--about the best readers you have in your class. Let's see, which of your kids would that be? (Let teacher identify pupils.)

Dimension #1

Thinking only of the kids in the top reading group, what do you believe are the best ways to judge the success of these pupils? What should you look for to tell if these kids are becoming better readers?

Dimension #2

Still thinking of the top group, what do you believe to be the most important characteristics to be considered when choosing materials for reading instruction for these kids? What should you look for in choosing reading material for the top kids?

Dimension #3

Considering only the top kids, what do you believe to be the most important criteria to use in forming a top reading group? How should you decide whether a kid belongs in the top group?

Dimension #4

In terms of the top group, what reading activities do you believe should be given the most instructional time? What do you believe your top kids should spend most of their reading time on?

Dimension #5

Considering just the top kids, how much instructional time from you do you believe these kids need? How much of your time should the top kids receive as compared to other kids in your class?

Dimension #6

Thinking only of the top group, what types of clues do you believe these kids should be given when they meet words they don't know in their reading? What do you think you should tell your top kids when they don't know a word?

Dimension #7

Still thinking of your top group, what emphasis do you believe should be placed on comprehension with these kids? What type of comprehension should be emphasized with them?

Dimension #8

For the top group, what instructional role do you believe you should assume when teaching reading? In what way should you intervene with your top reading group during reading instruction time?

Part IV

Now I want you to imagine that you are teaching in this same building where you are currently teaching with the same kinds of kids that are here now. However, rather than teaching a _____ grade, you are teaching a _____ grade.

Ask the same eight questions but insert into each question the reminder about the change in grade level.

Dimension #1 - Judging pupil success in reading.

Dimension #2 - Criteria for selecting instructional materials in reading.

Dimension #3 - Criteria used to form reading groups.

Dimension #4 - Which reading activities will be allocated the most instructional time?

Dimension #5 - Which reading group will receive most of your instructional time?

Dimension #6 - Favored word recognition prompts.

Dimension #7 - Relative emphasis on comprehension.

Dimension #8 - Favored instructional role.

Part V

Think about your current class as a whole, including all your kids and all your reading groups.

Dimension #1

What do you believe are the best ways to judge your pupils' success in reading? Or, what should you look for to tell when a kid's getting better in reading?

Dimension #2

Considering the class as a whole, what do you believe to be the most important characteristics to be considered when choosing material for reading instruction? Or, what should you look for in choosing reading material for the class as a whole?

Dimension #3

Still thinking about your whole class, what do you believe to be the most important criteria to use in forming reading groups? Or, how should you decide what group a kid should belong to?

Dimension #4

In terms of the class as a whole, what reading activities do you believe should be given the most instructional time? Or, what do you believe your kids should spend most of their reading time on?

Dimension #5

Considering all the kids in your class, which ones do you believe should receive the most instructional time from you? Or, which kids should you spend the most time with?

Dimension #6

Thinking of the class as a whole, what types of clues do you believe kids should be given when they meet words they don't know in their reading? Or, what do you think you should tell your kids to do when they don't know a word?

Dimension #7

Still thinking of your class as a whole, what emphasis do you believe should be placed on comprehension in reading? Or, what type of comprehension should be emphasized?

Dimension #8

For the class as a whole, what instructional role do you believe you should assume when teaching reading? Or, in what way should you intervene with your kids during reading instruction time?

APPENDIX E

INTERVIEW TRANSCRIPT SAMPLE

COR, Interview, 04, September, 1978, P. 1

I:teaching elementary school?

T: Twelve years.

I: Have you taught at other schools?

T: Oh yes.

I: Okay. How many and where?

T: My first year I taught in California that was in '64 and I did 5th grade. And then my second year I taught in Alpena, fourth grade combination..... And then I taught in Cheboygan and I had first in two different systems in Cheboygan, public. And then I came here and I had second, or first and second.

I: Okay, how long have you been teaching at this grade level?

T: This grade level? Eight years.

I: Okay. How long did you teach at each grade level. You mentioned before that you taught at other grade levels.

T: I taught two years of fourth, two years of fifth, a year at kindergarden and then first and second

I: Okay. In terms of teaching reading, which grade level do you prefer most?

T: First or second. Because, there is so much available at this level. Plus, you have less of a concern with the difference in reading. You know, you can't read much lower then first or second grade level where if you teach higher you can get anywhere from a first grade reader to a fifth. I don't know, I guess I'm just concerned with gearing everything for the reading level which would be very hard I think in social science, science and

I: How would you define your present reading program?

T: I don't understand what you mean. Like what, how do I group them, how do I go about teaching them or

COR, Interview, 04, September, 1978, P. 2

I: No, what, your definition of reading, well I guess maybe it could be answered in some of the materials you use, like what kind of approach do you use.

T: I use phonetic and sight words. And context.

I: Anything else.

T: No. Not at this time. I think in october or spring.

I: How did you come to decide on this particular program for your

T: Oh, it's system wide.

I: Okay, Holt uses it.

So, not all of the materials you use are.....

T: No. Phonetics is my own. I have developed it. It's several different series, but I have taken features from them and established

I: Okay, you already answered this. Does your school have mandates concerning materials and reading programs.

T: It does but you can still be very flexible. But, they highly suggest you use a series so that there is consistency throughout the system.

I: Do they have a specific series that they ask you to use?

T: Preferably, yes. Unless you are doing enrichment and then you can use anything but you have to go through the established series.

I: Do you feel that these mandates satisfy your notions about how reading should be taught.?

T: At my level yes. There is a lot of because we have all the extra things going. Our building has.

I: Okay, but you said you used a phonetic program if .

T: Yes.

I: So you feel that phonetic

T: Well, we can use alpha 1. In Alpha 1 is in my opinion is too elementary

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too babyfied. So I give them, where we go into vowels quicker than they would and at a more sophisticated level than they do in alpha 1. Because everybody uses Alpha 1 throughout the system but me and I never have because I gave my rational.

I: And they said okay.

T: Well, yes. Especially probably since I've done it so successfully. You know the kids have proven it was successful.

T: Okay, what kinds of reading materials will you be using mostly in the class this year?

T: What is provided by the Harper-Row Series.

I: How did you come to decide on the materials you would be using for reading?

T: I, there is, like for the supplement as far as the dittos that go along with the lessons they are studying, there is an advanced, a basic, ditto you can give them. Well, I give them both and I found it is really helpful. It reinforces the skill three times because first they get it in their work in the phonics book, then they get it in level A and level B gets it. I don't know, I just think that at first grade it should be reinforced so many times. It's very successful.

I: What kind of reading activities will you be using mostly this year?
Activities as opposed to materials.

T: What I'd like to do is Monday through Thursday have regular reading group and then like Friday have, once they know how to read well enough, is to choose what they would like to read. Like a TGIF kind of reading.

I: Good choice of words.

What three most important things are you going to try to accomplish in reading this year?

T: Any kind of reading. Independent level, I think, I really emphasize spelling skills. Probably context reading and comprehension.

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I: You said spelling skills too, then you think that spelling and reading are very closely related.

T: I do. Oh yes, definitely. Because for the simple reason is the writing stories. If you can't spell well you cannot do, if you haven't, you need.... to relate to some of those... They become frustrated and its just a vicious circle.

I: In what way do you use these stories?

T: In what way?

I: Yes.

T: Enrichment kind of things. You know like if, some kind of experience they've had like taking a vacation or what they want to tell the entire class. Or their group

I: What things are you going to do to accomplish these three things?

T: I hope to establish a really high level of vocabulary, like I hope that all of them know all the dolch words for that level. All the words that are a part of the reading series or just other words that come along like with their studies in science so that they can recognize them and read them if they have to.

I try to incorporate everything, especially social studies because we study the United States a little bit and European culture and well, I don't know, I just love it

I: What things do you feel were most crucial in your reading education and influenced your beliefs about the teaching of reading?

T: The clinic.

I: Can you explain a little about it.

T: Oh I had it before I graduated. I had it as an undergraduate student. I was going to be a senior in college. I don't know. It gave me a whole different outlook on reading.

I: The clinic you are talking about is on Michigan State?

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I: Yes.

I: In what way did it give you a different outlook on reading?

T: Well, first of all I never really know the structure of reading, the sequential and some of the skills that they emphasized when I had the reading clinic and the strategies, I guess diagnosing too, is a good emphasis, and learning how to diagnos, how to look had a reading problem and I think it was really good, very good, when I had it.

I: How about any books you have looked at that made you decide on certain things.

T: No. It was, whatever the system had, and I've been in six different systems so just by observation, what they had and what was effective and what kids like, it wasn't any specific book that I read personally. No.

I: So you are saying that it was through your experience.

T: My personal experience of what the system had as far as reading material then I tried, presently to incorporate each one of, each part that I thought was unique.

I: In reviewing the development of your notions about reading do you think your ideas have changed from the time you were a student to the present day.

T: Oh yes. You see I took the clinic as an undergrad which is normally not advisable or not allowed. But because it was off campus and of the circumstances because I was already teaching on my 90 day teaching certificate, they allowed me to take it because I was working on my degree at night. This was back in '64. And so I've definitely changed because reading wasn't a big part of college instruction as far as preparation goes.

I: Were there any experiences that, other than the reading clinic

T: You mean prior to

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I: Prior or after you had been teaching for a while.

T: None, specifically, No. Just as time went, it was like experience is very valuable to making you a better teacher because I observe and try to see what is most effective universally for most kids.

I: Could you define for me what you call good or a successful reader?

T: Someone who is able to recognize the words and understand what they are reading at the same time, whatever level they are reading.

I: How would you define a poor reader?

T: Someone who cannot recognize words, who has a great deal of visual discrimination skills or even auditory and cannot even recall the words.

I: What signs do you look for as indications of reading improvement in a reader?

T: How well that they can read the same passage probably or the same vocabulary like different structures or passages that I've established. Just enough so that it is different.

I: How do you think kids really learn to read? I am looking for some strategies kids use.

T: Well, presently I have a boy that reads at an instructional level of fourth grade so I would say, repetition.

I: Those are the kinds of things that you do. But how do you think the kids, what do the kids do, inside of their heads?

T: It has to be visual imprinting, auditory . Just from the little girl I have from Korea. She recognizes Patty and Tina and I think Mark and she has only been in the country a week. In school, four days. And so it has to be, I'd think through imprinting, auditory and visual

I: Do you feel that it is important to remediate poor readers?

T: Oh definitely.

I: Do you think there are things you can do to improve poor readers?

T: Personally, I can because of the background I have and the training I

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have.

I: Like what kinds of things do you think would work best with them.

T: It depends why they don't read really because they were poorly instructed like when I get a transfer student or they just have poor memory skills. Or auditory skills. Mostly, most times the last two go together. And so its a lot of drill using sight words but in different story content.

I: Do you think high ability and low ability students should be taught the same.

T: No. Definately not. I think high ability students can become independent but low ability have to be and you have to spend more time with them.

I: If you had only the best readers in your reading class how would you work with them?

T: At first grade level I would give them more independent comprehension things in the later part of I think that would be the big thing that I would stress, comprehension. Probably some type of inferential reading too. You know, on a low level.

I: Will you be grouping students in your reading program?

T: Oh definitely.

I: If so, what criteria will you use to group your kids for the reading period.

T: At my level, which is first grade I would group them as to what sounds they know, what letters they recognize and the vocabulary they have established in kindergarden. And how fluent they read.

I: How did you decide on this way of grouping?

T: I looked at their previous records and kind of established a group just so that I could do what I just suggested. And then I went ahead and did, see what other they knew, what sounds they knew, what words they knew.

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I: Did you ever group in any other way? When you were

T: Threw them up in the air and said.....

I: Did you do it that way?

T: No, never. When I taught fourth grade I looked at their records pretty much and then established a group that way and then if they didn't fit into a group I moved them as time went on. But it was previous records.

I: And you would say that would be no matter what grade level, you would feel that's

T: At the beginning yes, to get a start so that you don't have to be doing things blindly for a couple of days, that you have some idea of where you're going, some direction. Oh definitely, yes.

APPENDIX F

CARD-SORT

CARD-SORT

Dimension 1

Arrange the cards in descending order of importance according to what you believe to be the best way to judge pupil success in reading. (How do you know when a kid's getting better in reading?)

- The number of skills he/she has learned.
- The number of words he/she knows by sight.
- The number of basal levels he/she has completed.
- The competency with which he/she uses his/her language sense, both orally and when reading.
- The enthusiasm he/she exhibits toward reading and language activities throughout his/her school-life.
- Empty card.

Dimension 2

Arrange the cards in descending order of importance according to what you believed to be the most important characteristics which ought to be considered when choosing materials for reading instruction. (What should you look for in choosing your reading materials?)

- Materials that provide study and assistance in learning reading skills.
- Attractive reading selections that are carefully graded in difficulty.
- Material which children have written or which reflects the natural language patterns of children.
- Materials that are used in real life such as library books, magazines, newspapers, etc.
- Materials that are of interest and motivational to the children.
- Empty card.

Dimension 3

Arrange the cards in descending order of importance according to what you believe to be the most important criteria to use in forming reading groups. (How should you decide what group the kid should belong to?)

- His/her reading skills (strengths, weaknesses).
- His/her instructional reading level.
- His/her command of the language patterns and vocabulary of English.
- His/her interests and attitudes regarding reading.
- His/her oral reading ability.
- Empty card.

Dimension 4

Arrange the cards in descending order of importance according to your belief about what reading activities should be given the most instructional time. (What do you believe your kids should spend most of their reading time on?)

- Learning the fundamental skills of word recognition and comprehension.
- Teacher-guided reading of basals or other graded materials.
- Instruction which incorporates the thinking-speaking-reading elements of language.
- Activities designed to create interest in reading and a positive attitude toward reading.
- Practice activities designed to promote the use of the basic reading skills.
- Empty card.

Dimension 5

Arrange the cards in descending order of importance according to your belief about which kids in the class should receive the most instructional time from you. (Which kids should you spend the most time with?)

- The least able readers.
- The average readers.
- The above average readers.
- The most able readers.
- Empty card.

Dimension 6

Arrange the cards in descending order of importance according to your belief about what clues kids should be given when they meet words they don't know in their reading. (What do you think you should tell kids to do when they don't know a word?)

- Sound the word out (phonics).
- Look at the word (sight word).
- Use the first letter of the unknown word and the context of the sentence (phonics and context).
- Use the words and phrases (the context) around the unknown word.
- Empty card.

Dimension 7

Arrange the cards in descending order of importance according to your belief about the emphasis which should be placed on comprehension in reading. (What type of comprehension should be emphasized?)

- Little or no emphasis on comprehension when compared to emphasis on word recognition.
- Emphasis on literal comprehension and factual recall.

- Emphasis on inferential comprehension.
- Emphasis on critical and creative comprehension.
- Empty card.

Dimension 8

Arrange the cards in descending order of importance according to your belief about the instructional role you should play when teaching reading. (In other words, in what way should a teacher intervene with kids?)

- The teacher should decide what is to be taught and should initiate and control instruction in reading.
- The teacher should guide children in reading basic reading material, check on their progress daily and provide assistance and guidance as the lesson moves along.
- The teacher should create an environment where children can learn on their own and should intervene only as the need arises.
- Teachers should allow pupils to learn by themselves through independent centers, self-teaching materials, language exploration and/or inquiry techniques.
- Empty card.

9. Source Question

What do you believe to be the source that had the greatest impact on the development and modification of your conceptions of reading? (Arrange the cards in descending order.)

- Experience.
- Other teachers.
- Teacher training.
- School system constraints.
- Early education.

- Professional literature.
- Empty card.

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