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**INFLUENCES OF A PROFESSIONAL DEVELOPMENT INSTITUTE ON TEACHERS'
LEARNING ABOUT TEACHING READING TO CHAPTER I STUDENTS**

Volume I

By

Linda J. Tiezzi

A DISSERTATION

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ABSTRACT

**INFLUENCES OF A PROFESSIONAL DEVELOPMENT INSTITUTE ON TEACHERS'
LEARNING ABOUT TEACHING READING TO CHAPTER I STUDENTS**

by

Linda J. Tiezzi

This study examined teachers' learning within a professional development opportunity co-sponsored by Michigan State University and the Michigan State Department of Education. The study investigated: 1) teachers' evolving conceptions of reading and reading instruction with Chapter I students during a two-phase Institute (a two-week Summer Enrichment Institute and the following school year), and 2) teachers' perceptions of the factors during the two phases which either facilitated or constrained their learning.

This descriptive study employed open and closed form questionnaires and a telephone interview with 20 teachers. Teachers' oral and written responses about what they learned and their perceptions of the facilitating and constraining factors that influenced their learning during the two phases were content analyzed. A final questionnaire measured the extent to which teachers perceived they had attained a sense of control in their teaching. A dependent t-test was conducted to determine whether teachers' perceptions of the factors which either facilitated or constrained their learning had changed significantly from Phase I to Phase II.

Teachers changed the ways they talked about reading and reading instruction with Chapter I students. Teachers' conceptions evolved to a deeper understanding of the reading process, the teaching and learning process, the contexts of teaching and learning, and the ways in which all these elements are interrelated. Teachers' reports of the facilitating and constraining factors which influenced their learning revealed significant changes from Phase I to Phase II. Professional interaction, which teachers noted as the most prominent facilitating factor during the intensive two-week Institute decreased significantly during the school year despite local school teams which were established to maintain professional interaction. Teachers' reports also indicated that lack of time to plan during the two phases diminished their capacity to implement new understandings. Teachers consistently reported that the knowledge they gained about reading and reading instruction facilitated their ability to continue learning and their implementation efforts.

The final chapter includes implications for teachers' professional development which suggest that teacher learning 1) involves reconceptualizing, 2) takes time, 3) is recursive, 4) is situated, and 5) is facilitated in collaborative groups. Implications for future research are also included.

This work is dedicated to my parents Joe and Rosalie Tiezzi

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TABLE OF CONTENTS

LIST OF TABLES	xv
CHAPTER I: INTRODUCTION AND PURPOSE	1
Background	2
A Literature Review	5
Theoretical Models of Learning	5
Behaviorist Theory	5
Developmental Theory	6
Information Processing Theory	7
Cognitive Learning Theory	7
Social Constructivist Theory	8
Current Status of Classroom Instruction	9
Teacher Learning	10
Teacher Development	10
Socialization	11
Experience	11
Staff Development	14
Goals of Staff Development	15
Underlying Assumptions of Staff Development	15
Instructional Models of Staff Development	16
Facilitating and Constraining Factors of Staff Development	19
Results of Staff Development	21
Problem Statement	22
The Setting of the Study	24
Statement of Purpose	26
Research Questions	28
Definition of Terms	28
Staff Development and Professional Development	27
Institute	30
Teacher Learning	31
Teachers' Conceptions	32
Chapter I Students	32
Significance of Study	33
Methodology	36
Overview	37

CHAPTER II: A LITERATURE REVIEW RELATED TO TEACHERS' CONCEPTIONS AND STAFF DEVELOPMENT WHICH SUPPORTS TEACHER LEARNING	38
Research on Teachers' Conceptions and Teachers' Conceptions of Reading and the Teaching and Learning of Reading with Chapter I Students	41
Defining Conceptions	42
Defining Teachers' Conceptions	42
Teachers' Conceptions of Subject Matter	44
A Current Conceptualization of Reading	46
Teachers' Conceptions of Reading	49
Teachers' Conceptions of Chapter I Students	54
Staff Development Models and Their Relation to the Teacher as Learner	61
Staff Development Which Promotes Conceptual Change	67
Staff Development Models Which Support Teacher Learning	71
Teachers' Centers	71
Teachers' Networks	72
Summary of Chapter II	73
CHAPTER III: THE BACKGROUND OF THE STUDY	76
Goals	77
Participants	78
Contextual Factors	80
Setting	80
Timing	80
The Daily Schedule	82
Instructional Content and Schedule	82
Reading as Inquiry and Process	82
Day 1:	83
Day 2:	84
Day 3:	85
Day 4 - 9:	86
The Instructional Sequence Model	87
The Staff Development Instructional Model	89
The Underlying Assumptions regarding the Nature of Knowledge, Teaching, and Learning	89
The Instructional Model	91
Awareness	92
Presentation	93
Modeling	93
Interaction	93
Guided and Independent Practice	94
Feedback and Coaching	95
Implementation or Independent Practice	96
Continued Long Range Support	96
Summary	97

CHAPTER IV: DESIGN AND METHODOLOGY	98
Research Questions	98
Research Design	99
Participants in the Study and Selection Procedures	100
School Selection	100
Teacher Selection	101
Data Collection Instruments and Procedures	102
Pre-SEI Questionnaire	103
Participant Observation, Phase I	104
Post-SEI Questionnaire, Phase I	105
Telephone Interviews, Midyear Phase II	107
The Final SEI Questionnaire, Phase II	109
Section One: Investigating Teachers' Perceived Control Over Their New Understandings	110
Section Two: Investigating Teachers' Perceptions of Facilitating and Constraining Factors	111
Analytical Procedures	113
Content Analysis	114
The Pre-SEI Questionnaire	115
The Post-SEI Questionnaire, Phase I	117
The Telephone Interview, Midyear Phase II	118
The Final SEI Questionnaire, (Phase II)	119
Frequency Counts	120
Dependent t-Test Measures	120
Limitations of the Methods	121
Limitation 1: The Format and Content of the Data Collection Instruments	121
Limitation 2: The Generalizability of the Findings	122
Limitation 3: Reliance on Self Report Data	123
Limitation 4: Bias in the Data Collection	124
Limitation 5: Problems with Inference	125
Summary of Chapter IV	125
CHAPTER V: FINDINGS: TEACHERS' EVOLVING CONCEPTIONS OF READING AND THE TEACHING AND LEARNING OF READING WITH CHAPTER I STUDENTS	127
The Pre-SEI Questionnaire	127
Opportunities for Teachers	132
Professional Growth Opportunities	133
What Teachers Wanted to Learn	134
Why Teachers Wanted to Learn	136
How Teachers Would Learn	138
Utilitarian Opportunities	140
Selection	140
Incentives	141
Continuity	141
Context	142

Opportunities for Students	142
What Students Needed to Learn	143
Attitude	143
Life Experiences	143
Basic Skills	144
Why Students Needed to Learn	144
Success	144
Continuity	145
Uncertainty	145
Summary and Data Analysis from the Pre-SEI	
Questionnaire	146
Summary of Findings	146
Analysis: Teachers' Conceptions of the Teaching	
and Learning of Reading with Chapter I Students	149
Teachers' Conceptions of Chapter I Students	149
Teachers' Conceptions of Teaching Reading	150
Teachers' Conceptions of Learning to Read	151
Summary	152
Post-SEI Questionnaire, Phase I	154
Teachers' Reports on New Understandings Gained About	149
the Teaching and Learning of Reading with	
Chapter I Students	154
Reading	158
The Teaching of Reading	159
Teaching Strategies During the Lesson	159
Planning Strategies for the Teaching/	
Learning Event	161
Learning to Read	163
The Contexts of Teaching and Learning in Reading	164
Creating a Literate Environment	165
Summary and Data Analysis of Post-SEI Questionnaire,	
Phase I	165
Summary	165
Analysis: Teachers' Evolving Conceptions of the	
Teaching and Learning of Reading with Chapter	
I Students	167
Teachers' Conceptions of Reading	169
Teachers' Evolving Conceptions The	
Teaching of Reading	169
Teachers' Evolving Conceptions of What it	
Means for Chapter I Students to Learn	
How to Read	172
Teachers' Evolving Conceptions of the	
Contexts of Teaching and Learning in	
Reading	175
Summary	176
Telephone Interview -- Phase II, Midyear	177
Teachers' Evolving Conceptions	183
How Has Your Teaching Been Different	183
Teaching the Reading Lesson	183
Planning the Reading Lesson	184
Creating a Literate Environment	185

How Has Your Thinking About Teaching Been Different	185
Understanding Students as Learners	185
Teacher as Decision Maker	187
Teaching the Lesson	187
Has Your View of the Teaching Role Changed	188
Teaching as Facilitating	188
Teaching as Decision Making	189
Has Your View of Student as Learner Changed	190
Students as Active Learners	190
Student Attitude	191
Teaching Strategies	192
Summary: Teachers' Interview, Phase II -- Midyear	192
Analysis: Teachers' Evolving Conceptions of the Teaching and Learning of Reading with Chapter I Students	195
Teachers' Evolving Conceptions of Reading	196
Teachers' Evolving Conceptions of Teaching Reading	197
Teachers' Evolving Conceptions on Learning to Read	198
Teachers' Evolving Conceptions of the Contexts of Teaching and Learning in Reading	199
Summary	199
Final SEI Questionnaire -- End of Phase II	194
Teachers' Sense of Control/Empowerment While Planning Lessons	208
Teaching Strategies	208
Lessons	209
Materials	210
Did Teachers Report That Their Use of the Teacher's manual in Reading was Different Than Before the SEI	210
Teachers' Sense of Control/Empowerment During the Reading Lesson	211
Teacher-Student Interactions	211
Explicit Explanations	212
Did Teachers Report That Their Alterations of Plans During Reading Lessons Were Different Than Before the SEI	212
Teachers' Sense of Control/Empowerment as They Discuss or Defend Their Concept of the Teaching of Reading With Instructional Leaders, Other Teachers, or Parents	213
Instructional Leaders and Other Teachers	214
Parents	215
Did Teachers Report That Their Ability to Discuss or Defend How They Thought About Reading Was Different Than Before the SEI	215
Teachers' Overall Sense of Control/ Empowerment in the Teaching of Reading	216
Summary of Final Questionnaire, End of Phase II	217
Summary of Evolving Conceptions at the End of Phase II	219
Conclusion	220

CHAPTER VI: FINDING: FACTORS WITHIN THE STAFF DEVELOPMENT MODEL WHICH TEACHERS REPORT AS FACILITATING OR CONSTRAINING THEIR LEARNING	222
Facilitating and Constraining Factors in Phase I	223
Facilitating Factors within the SEI Staff	
Development Model	225
Professional Interaction	226
Learning Events	227
Academic Focus	228
Context	228
Constraining Factors within the SEI Staff Development	
Model	229
Timing	229
Mini-Classroom Environments	232
Other Participants	232
Summary of Facilitating and Constraining Factors	
for Phase I	232
Discussion	235
Prediction of Facilitating and Constraining Factors	
For Phase II	236
Teachers' Predictions of Facilitating Factors	
for Phase II	237
Professional Interaction	238
Students	239
A Literate Environment	240
Individual Reflection	241
Teachers' Predictions of Constraining Factors	
for Phase II	241
School Structures	242
Other People	244
Administrators	244
Self	245
Summary of Predicted Facilitating and Constraining	
Factors	246
Discussion	248
Facilitating and Constraining Factors During Phase II	251
Teachers' Perceptions of the Facilitating Factors	
During Phase II	253
Professional Interaction	254
Parents' Support	257
Freedom to Make Decisions	258
Students' Responses	258
Teacher Understandings	259
Teachers' Perceptions of the Constraining Factors	
During Phase II	259
Professional Interaction	260
SEI School Teams	260
Time	264
Teacher Understandings	266
Basal/Reading Materials	267
Miscellaneous	268

Summary of Facilitating and Constraining Factors During Phase II	268
Discussion	270
Facilitating and Constraining Factors, Phase II -- One Year Later	273
Teachers' Perceptions of Facilitating and Constraining Factors for Phase I -- One Year Later	275
Teachers' Perceptions of Facilitating and Constraining Factors for Phase II -- End of Phase II	279
Significant Differences Between Phase I and Phase II	282
Summary	286
 CHAPTER VII: CONCLUSIONS AND IMPLICATIONS	 289
A Discussion of the Findings	290
Teachers' Evolving Conceptions	290
Pre-SEI	290
Post-SEI, Phase I	291
Interview, Phase II -- Midyear	293
Final SEI Questionnaire, Phase II -- One Year Later	294
Conclusions and Discussion	295
Discussion	298
Teachers' Perceptions of Facilitating and Constraining Factors	302
Post-SEI, Phase I	302
Interview, Phase II -- Midyear	304
Final SEI Questionnaire, Phase II -- One Year Later	305
Conclusions and Discussion	307
Implications for Staff Development	315
Teacher Learning Involves Reconceptualizing	319
Teacher Learning Takes Time	320
Teacher Learning Is Recursive	320
Teacher Learning Is Situated	321
Teacher Learning Is Facilitated in Collaborative Groups	322
Summary	324
Implications for Future Research	325
Closing	332
 BIBIOGRAPHY	 333

APPENDICES

A. Communications from the Michigan State Department of Education and Michigan State University	352
B. Staff Development course Description and Goals	386
C. Daily SEI Schedule of Events	392
D. The Model of Instructional Sequence	396
E. Questionnaires and Telephone Interview Protocol	398

LIST OF TABLES

5.1	Teachers' Reasons for Attending the SEI	131
5.2	New Understandings Gained during Phase I	157
5.3	Teachers' Report of Evolving Conceptions -- Phase II, Midyear	181
5.4	Teachers' Report of Evolving Conceptions -- Phase II, Midyear	182
5.5	Teachers' Report of Control/Empowerment for Reading -- Phase II, Final Questionnaire	206
5.6	Teachers' Report of Control/Empowerment for Reading -- Phase II, Final Questionnaire	207
6.1	Teachers' Reports of Facilitating and Constraining Factors for Phase I	225
6.2	Teachers' Predictions of Facilitating and Constraining Factors for Phase II	237
6.3	Teachers' Reports of Facilitating and Constraining Factors -- Phase II, Midyear	254
6.4	Teachers' Ratings of Facilitating and Constraining Factors -- Phase I, Final Questionnaire	276
6.5	Teachers' Ratings of Facilitating and Constraining Factors -- Phase II, Final Questionnaire	277
6.6	Differences Between Facilitating and Constraining Factors in Phase I and Phase I (Composite and Matched Items)	284

CHAPTER I

INTRODUCTION AND PURPOSE

This study has two aims: 1) to investigate teachers' evolving conceptions of reading and the teaching and learning of reading with Chapter I students during a two-phase institute, and 2) to investigate teachers' perceptions of the factors during that institute which either facilitated or constrained their learning. It is distinct from other studies related to staff development because the focus is on teacher learning and the circumstances that promote that learning, rather than teachers' change and implementation efforts (McLaughlin & Marsh, 1978; McLaughlin, 1990), teachers' stages of concern (Hall & Loucks, 1978; Loucks-Horsely, et al., 1987), or the organization of staff development programs (Orlich, 1989). Recent calls for school restructuring (Elmore, 1990; Holmes Group, 1986, 1990) have placed great pressure on teachers to reconceptualize the ways in which they think about the teaching and learning of subject matter in schools. Some who write about promoting change through staff development refer to teachers' concerns as obstacles to change (Valencia & Killion, 1988). This dissertation, however, emphasizes teacher learning and places it within a framework of thinking about teachers as lifelong students of teaching (Feiman-Nemser, 1983).

Background

Theoretical models of learning and related empirical studies have gone through several reconceptualizations during the past several decades. Perspectives on what it means to learn have evolved from the behaviorist view of the student as a passive entity to cognitive views of the student as an active constructor of knowledge and more recently to the view of the student as a co-constructor of knowledge. With each of these reconceptualizations of learning, views on the nature of knowledge and what it means to teach have also changed. The behaviorist view of knowledge is that it resides outside the control of the learner and is fragmented or broken down into parts. The role of the teacher is to control the knowledge and learning environment for necessary learning and to present knowledge or basic skills to the student in small steps. In contrast, cognitive psychologists perceive knowledge as within the control of the learner and as unified bodies, or organized structures within the whole. The cognitive perspective holds that teachers facilitate learning by interacting in various ways with students during meaningful activities designed to help the student make connections between what they already know about specific subject matter and new information. Cognitive psychology, especially the social constructivist theory, has stimulated significant changes in new ways to help students move beyond basic skills performance to higher level thinking skills and strategic problem solving while interacting with a more knowledgeable person. These conceptions of teaching and learning have concomitantly required teachers to view students as active learners and the teaching/learning process as

infinitely more complex, interactive, and socially mediated. However, while progress has been made in our understanding of the teaching/learning process, similar strides in the implementation of strategies which reflect these new ways of thinking have not been realized on a large scale in classroom practice.

In many lessons in many classrooms, teachers talk, students listen; teachers ask questions, students answer; teachers assign seatwork, students finish the work: but there is little interaction, that is -- real dialogue between teachers and students about subject matter and the thought processes that go into learning that subject matter. It has long been recognized that this "traditional" mode of instruction has been characteristic of most American classrooms since the origins of the Common School Movement around the early 19th century. Numerous educational reforms have come and have gone. Yet we inherit not an historical view of teaching which reflects periodic and yet consistent renewal, but rather erratic traces of evidence from the enthusiastic beginnings and the tenuous existence of educational reforms movements. There's no doubt that several factors influence this consistent tip toward traditional ways of teaching and learning. Certainly, factors such as historical tradition, mandated curricula and testing procedures within organizational structures, state and federal educational policies, conditions of teaching, the quality and quantity of instructional leadership, the aging teacher population and subsequent lack of turnover in existing school staff, as well as the social and cultural contexts of schooling must inform our thinking about this issue.

It is especially significant that since the 1950's, many educators have modified traditional instruction by directing tremendous amounts of money, time, and energy toward improving staff development programs. The organizational structures, the instructional delivery systems, the incentives, the evaluation efforts and the goals of staff development have all undergone careful scrutiny and retooling. However, despite a plethora of well organized and well meaning staff development efforts, many teachers have not restructured their ways of thinking about teaching and learning. "New and improved" staff development efforts seem to have made minimal impact in modifying instructional practices in the majority of classrooms. A critical factor for many teachers is that learning new ways to think about teaching and learning involves more than just cosmetic or behavioral change; it involves conceptual change. And along with any significant change comes risk and uncertainty. The loss of the familiar old ways of teaching and the possible failure of teaching in a new way places the learner, an accountable teacher, in a precarious position.

In looking at the inconsistency between the evolution of thinking in cognitive psychology and the lack of evidence that practicing teachers have adapted these conceptions of learning and their related instructional strategies into classroom practice, several questions are raised about the teacher as learner. How can theoretical models of learning help us conceptualize possible ways to consider teacher learning? What is unique about teacher learning? What is unique about teacher learning in the context of staff development programs that makes the transfer of innovative teaching strategies into

classroom practice problematic? In what ways are staff development efforts structured to meet the needs of the teacher as learner?

As a way of gaining insight into these questions, this dissertation will investigate teacher learning within a particular staff development model. More specifically, this study will investigate how teachers as learners incorporate new conceptions of subject matter and the teaching and learning of that subject matter into their ways of thinking, believing, and eventually behaving. In addition, this study will investigate learning conditions or circumstances promote teacher learning.

To develop a framework for thinking about teacher learning within staff development, a literature review is presented. This literature review will include an examination of current literature on 1) theoretical models of learning and related empirical research, 2) teacher learning, and 3) staff development models.

A Literature Review

Theoretical Models of Learning

The behaviorist theory holds that learners are primarily passive in that they have learned how to behave as a result of an outside stimulus, or set of related stimuli, from the environment. This reflects the view that knowledge is outside the control of the learner and while it is accumulated in bits and pieces, there are no changes in mental processes or structure (Skinner, 1938; Thorndike, 1913). While the behaviorist view of learning and knowledge focuses on learned behaviors and performance rather than internal thought

processes, it is in direct opposition to other current theoretical models of learning represented by the developmental, information processing, cognitive, and social constructivist theories. These theories perceive all learners as active participants who are capable of interacting with their environment and construct knowledge in various ways from that environment. All three theories hold that knowledge represents unified and interrelated structures which are capable of being transformed by the learner (Good & Brophy, 1986; Hall, Lamb & Perlmuter, 1986). The developmental, information processing, cognitive, and social constructivist theories share the perspective that identification of the processes involved in learning will lead to greater insight about human growth and development. However, while they are complementary in many ways, they highlight different aspects of learning.

The developmental theory, which was most influenced by the research of Jean Piaget, perceives children as being actively able to act upon and process their environment. This theory focuses on the stages of intellectual development children must reach before they are able to learn certain kinds of tasks and engage in specific levels of thinking. These abilities develop through the processes of assimilation (using what we already know to do something new), accommodation (to learn a new way of doing and thinking about something) and equilibration (the process of maintaining a balance between old and new ways of thinking) (Piaget & Inhelder, 1969). The developmental theory has drawn criticism because of the problematic nature of universal stages of development for all learners (Gelman &

Baillargeon, 1983). Additional criticism has been directed at the general instructional implications which reflect the view of the teacher as facilitating a student's learning by providing stimulating learning environment and activities after the learner has reached appropriate developmental levels (Baer, 1973).

The information processing theory looks at the learning process through the computer model. Emphasis is placed on the student's capability of encoding, structuring, restructuring, storing, retrieving, and unloading information, as well as the relationship of these processes to a variety of learning activities (Flavell, 1985; Siegler, 1983). Criticisms of the information processing theory focus on minimal attention given to the role of anything outside the learner, the perspective that information flows in a linear manner, and a lack of emphasis on the interaction of prior knowledge and external experiences.

Cognitive learning theories describe learning as it involves the acquisition and restructuring of the cognitive structures through which people gain, process, and organize knowledge. Numerous studies reflecting this theoretical model focus on general problem solving strategies (Case, 1978; Siegler, 1978) and problem solving strategies within specific subject domains (Simon, 1978). Others have come to realize the importance of inquiry regarding students' awareness of their own prior knowledge, thought processes and problem solving strategies, or metacognition (Brown, 1978; Flavell, 1985). Still others look at conceptual change or the processes involved in the modification of information that the learner already possesses

(Posner, Strike, Hewson, and Gertzog, 1982). Implications for instruction which reflect cognitive learning theories center on instruction that takes into account what students already know, how students have structured what they already know (Naveh-Benjamin, McKeachie, Lin & Tucker, 1986), the processing of information, the teaching of general problem solving strategies (Simon, 1980) and the teaching of subject specific problem solving strategies (Chipman, 1985; Glaser, 1976; Perkins, 1985). Attention to students' metacognition of these processes and strategies are crucial as well (Brown, 1980; Anderson, 1989).

The social constructivist theory also takes into account intellectual development and thought processes but within a socio-historical context. This theoretical model was most influenced by L. S. Vygotsky who believed that all learning took place on two levels: first, the interpsychological plane, a social level between people; and second on the intrapsychological plane, within an individual (Vygotsky, 1978). This way of viewing learning places emphasis on the learners use of tools and language as a way developing higher mental thought processes (Wertsch, 1985). The internalization of increasingly more sophisticated thought processes is influenced by interaction with a more knowledgeable person who mediates learning by moving the learner through the zone of proximal development, the distance between the level at which a learner can solve problems independently and the level at which the learner can solve a problem with assistance (Campione, et al., 1984). Knowledge is perceived as co-constructed and constantly evolving as it is influenced by history,

culture, and individuals. The major instructional implication for the social-construction theory reflects a responsive teacher whose purpose is to help students acquire higher levels of thinking in order that they become self-regulated, or in control of their own learning (Brown, 1978). Teachers and students engage in dialogic interaction, focused on a learning activity which represents authentic problems encountered in the student's own socio-historical context (Talyzina, 1978).

Current Status of Classroom Instruction

While views regarding the nature of knowledge, teaching, and learning have evolved from behaviorist views to cognitive views, there have not been many parallel developments in classroom practice. Studies, as early as 1920, and as recent as 1980, which describe classroom practice, reveal that the singular mode of instruction most prominent in classrooms is behavioristic in nature (Cuban, 1984; Sprinthall, 1977). Teachers allot 60% of classroom time to talk and during that 60% talk time, teachers do 80% of the talking (Flanders, 1970). Teachers talk to students as they ask questions and assign seatwork which students are to accomplish on their own as a test of how well they have learned. Real dialogue between teachers and students or students and students focusing on real-life problems, which incorporate the application of specific subject matter, is rarely observed (Duffy & McIntyre, 1980; Durkin, 1978-1979; Flanders, 1970; Goodlad, 1984; Palincsar, 1986).

Many questions remain. Why has the evolution of thinking reflected in cognitive psychology regarding the teaching/learning

process made minimal impact on classroom practice? Why has the behavioral view of teaching and learning persisted? What insights can we gain into this problem by looking at the literature on teacher learning? What do we know about teacher learning within the context of staff development? More specifically, what have been the prominent goals and instructional models of staff development? What characteristics of staff development have either facilitated or constrained teacher learning? And, what have been the results of staff development programs?

Teacher Learning

How is it that teachers learn? The most prevalent ideas regarding teacher learning have been looked at through three general processes, which are: teacher development, teacher socialization and teacher experience.

Teacher development has focused on the stages of concern that teachers go through as they advance from being a prospective teacher whose interests center on survival to a practicing teacher whose concerns center on mastery and extension (Fuller, 1969; Fuller & Brown, 1975; Watts, 1980;). This notion that the teacher's mental growth or learning is spurred from within the individual has been questioned because the emphasis on universal stages, the overemphasis on the learner's readiness, and the lack of emphasis on instructional intervention seems problematic (Feiman & Floden, 1980, 1981; Floden & Feiman, 1981). However, others who have focused on practicing teachers' stages of concern recommend that those who teach teachers

should be aware of these stages so that instructional programs can be tailored to support a teacher's developmental level (Hall & Loucks, 1978).

Those who suggest that teacher learning is highly influenced by socialization factors point to the "apprenticeship of observation" that students experience as they go through 12-16 years of schooling (Lortie, 1975). This "extended acquaintanceship" with schooling is seen by many as perpetuating the various traditional notions about knowledge, teaching, and learning that need to be called into question (Jackson, 1986). Others point to the conserving effects of the socialization process that teachers go through as they become compliant, loyal members of a specific organizational structure, such as in a local school district or particular school building (Hoy & Rees, 1977). Still others suggest that socialization factors can be a positive influence when they promote growth, such as the various factors associated with collegiality (Little, 1982).

Learning from experience has also received some attention because most prospective and practicing teachers credit practical experience in the real world as where and how the most important learning occurs (Zeichner & Tabachnik, 1981). However, while it seems that no one would refute that experience is a powerful and useful learning tool, many are quick to point out that learning from experience has many "pitfalls" (Feiman & Buchmann, 1986; Zeichner, 1981) and in many ways prospective teachers must overcome experience (Buchmann & Schwille,

1983) and unlearn many of the beliefs they have about knowledge, teaching and learning (Ball, 1988) in order to become more thoughtful teachers.

If one were to piece together information gathered from studies of teacher development, teacher socialization, and teacher experience, a picture would begin to develop as to some of the general ways in which teachers learn how to teach. Additional information about teaching and teachers originates from recent research on teaching which also has begun to provide us with a comprehensive look into teaching, teachers, learning, students, classrooms, and schools. From the latest Handbook of Research on Teaching, 3rd edition, (Wittrock, 1986) chapters present information on teacher behavior (Brophy & Good, 1986); teachers' thoughts about their planning and teaching efforts (Clark & Peterson, 1986); the teaching of learning strategies (Weinstein & Mayer, 1986); teaching functions (Rosenshine & Stevens, 1986); the social and institutional contexts of teaching (Feiman-Nemser & Floden, 1986; Good & Brophy, 1986); teacher education programs (Lanier & Little, 1986); how teachers adapt their teaching to learners (Corno & Snow, 1986); and on the teaching of subjects and grade levels (Wittrock, 1986).

The Handbook of Research on Teaching, however, does not include a category for teacher learning. Teacher learning which centers on the cognitive processes that prospective and practicing teachers engage in as they learn to teach, and instruction that promotes that learning, has received minimal attention. Like other research summaries, if one were to look at the latest reviews and handbooks on

research in cognitive and instructional psychology, teacher learning is a missing category (Chipman, Segal & Glaser, 1985; Resnick, 1985). Most research in cognitive and instructional psychology has been done with children, some with adolescents and very little with adults (Knowles, 1984; Knox, 1986).

An exception to this lack of concern with teacher learning can be found in Apeiman, Hawkins & Apeiman (1985) account of teachers' learning as teachers, engaged in a research project, were learning about color and light. Apeiman focused her attention on teachers' conceptual change regarding light and color as over a gradual period of time teachers' misconceptions and unquestioned thoughts were challenged through interactive observations and conversations with other teachers and the instructor. She concludes that learning which involves conceptual change involves a "taking-in period", must allow for and even foster questions and confusion, and is a gradual process. Instruction which fosters conceptual change must attend to the establishment of a climate of activity and inquiry; the search for teachers' misconceptions, conceptions and questions; and the provision of the time necessary for learning to occur.

Another important, and more current, exception to the lack of concern with teacher learning, is the fact that the Office of Educational Research and Improvement (OERI) has recently established a National Center for Research on Teacher Learning. At this center four elements have been included in their agenda to define this new research arena: setting the context for this research in public expectations for schools; incorporating a theory of the teacher as a

learner, incorporating a theory of the teachers' task; and, addressing the unique features of the teaching practice (Kennedy, 1991).

Staff Development

The neglect of the teacher as a learner is also evident when one engages in an ERIC search for literature which is reflective of teacher learning as it relates to staff development. There is no category for teacher learning. Furthermore, an examination of the literature under the headings of staff development as it relates to cognitive development, knowledge restructuring, conceptual change, and teacher improvement suggests some authors worry that teachers might not even be capable of or motivated toward intellectual endeavor.

Titles such as:

Teacher Excellence: A Contemporary Oxymoron? (Dyer, 1985)
 Can Teachers Become Better Thinkers? (Martin, 1983)
 We Brought Teachers Up to Snuff and So Can You (Jacobson, 1984)
 Staff Development: The Carrot or the Stick (Schambier, 1983)
 Teachers Can Improve Their Skills Through Staff Development:
 One District's Approach That Works! (Vantine, 1982)

suggest that teachers may be low achievers, passive and reluctant learners that need to be told what to do: objects of staff development. What is the consideration of the teacher as learner reflected within the goals of staff development? What have been the primary goals of staff development? In what ways have those goals had an impact on the instructional model used in most staff development programs? What have teachers seen as facilitating and constraining factors promoting their professional growth? And, what have been the results of staff development programs?

Goals of Staff Development. A review of the more recent literature reveals that many staff development efforts are often conducted in local school districts within particular buildings and include a wide variety of functions, such as: in-service education, leadership training, evaluation, curriculum and organizational changes (Gall & Renschler, 1985; Korinek, Schmid & McAdams, 1985). However, while there are a wide variety of purposes for staff development, in actuality most recent efforts seem to have centered on school improvement issues and training teachers in effective teaching strategies for the purpose of raising student test scores on national, norm-referenced achievement tests (Guskey, 1984, 1986; Sparks, 1983). This narrow and limiting focus which tends to be atheoretical and short term has been criticized for its general lack of attention to teachers and their professional growth (Howey, 1985).

Underlying Assumptions of Staff Development. There seem to be four basic assumptions which reflect differing views about practicing teachers as learners that underlie the goals of staff development. The following labels might be used to characterize those four basic assumptions: the deficit assumption, the subordinate assumption, the unfit assumption, and the continued growth assumption. The first view of the teacher represents the deficit assumption. The majority of staff development programs have come to focus solely on repair of teaching skills and performance. These efforts most often reflect the assumption that teachers are defective, lacking certain knowledge, skills or in need of repair (Jackson, 1974). A second view of the teacher represents the subordinate assumption. Staff development

efforts in which organizational and curricular changes (Schiffer, 1979) and student achievement (Oja & Sprinthall, 1978) are the only goals, embody the assumption that organizational, curricular, and student concerns must be primary and teachers follow as secondary considerations. The implication is that teachers are expected to comply and place organizational, curricular and student concerns before their own. Or the message implied may be that teacher learning is not even a consideration. The third view of the teacher represents the unfit assumption. In this case, staff development efforts totally discount teachers as capable, thinking professionals when "teacher-proof" curricula (Giroux, 1988; Oja & Sprinthall, 1978) and proven recipes for effective teaching strategies designed to improve students' basic skills and achievement test scores are introduced for mandated use in classroom practice (for example see, Good, Grouws & Ebmeier, 1983; Hunter, 1984). The fourth and final view of the teacher represents the continued growth assumption. Although rarely actualized, staff development which concerns itself with the professional growth of teachers reflects a growth point of view (Feiman-Nemser, 1983; Jackson, 1974; McNergney & Carrier, 1981). Here, the underlying assumption is that teachers are active learners, or students of teaching who are capable of open-mindedness toward learning, wholeheartedly desirous to give teaching their full attention and willing to take responsibility for the consequences of their thinking and actions (Dewey, 1933/1964).

Instructional Models of Staff Development. The majority of staff development goals, which have been designed to help implement

organizational or curricular changes and to train teachers in effective teaching strategies for the purpose of improving student achievement test scores, have impacted on the instructional models used in many staff development programs. An instructional model responsive to staff development goals for which the main consideration is the implementation of new teaching strategies, curricular and organizational changes has been developed by Joyce & Showers (1980). After analyzing over two hundred studies that focused on successful training processes, that is, instructional processes which led to successful implementation of almost any newly learned approach and changed teacher behavior, Joyce and Showers concluded that a combination of the following components are crucial while training teachers:

1. Presentation of theory or description of skill or strategy;
2. Modeling or demonstration of skills or models of teaching;
3. Practice in simulated and classroom settings;
4. Structured and open-ended feedback (provision of information about performance);
5. Coaching for application (hands-on, in-classroom assistance with the transfer of skills and strategies to the classroom) (p. 380).

Several authors indicate that in addition to a consideration of the goals of staff development, the ideas presented in the literature related to adult learning should guide the formation of instructional models (Knox, 1986; Oja, 1980). Factors such as: self direction; mutual planning; setting specific goals; experiencing, reflecting, forming, and testing out concepts; (Orlich, 1989) continuity between programs; ample time for change and implementation; (Loucks-Horsley, et al., 1987) and challenge as well as support (Sprinthall & Sprinthall, 1980) are necessary for adult growth. Instructional

models which include these conditions are those most reflective of andragogy, or the teaching of adults (Knowles, 1984).

Other references to instruction used in staff development simply suggest that a variety of general instructional modes be incorporated such as lecture, simulation, large and small discussion groups, hands-on activities, study groups, role-playing, microteaching, journals and so forth but do not suggest specific instructional models designed to meet the needs of the teacher as learner (Loucks-Horsely, et al., 1987; Orlich, 1989).

Alternative approaches within staff development do not specify instructional models but rather focus on particular organizational structures designed to promote various outcomes. Teachers' centers promote further teacher learning which is self-directed, by providing places where teachers can pursue their own interests in a nurturing learning environment (Devaney, 1977; Rogers, 1976; Watts, 1980). Clinical supervision offers opportunities for teachers and supervisors to collaboratively engage in analyzing teachers' instructional skills (Glickman, 1981; Goldhammer, Anderson & Krajewski, 1980). Peer coaching is similar to and different from clinical supervision in that, once again, the main focus is to improve instruction and insure the transfer of newly learned teaching behaviors into regular classroom practice. In this case the supervision and conference is carried out by teachers (Joyce & Showers, 1982; Tiezzi, 1985). Institutes are an organizational structure designed to provide extended time, a concentrated focus, a challenging yet supportive learning environment and strategies for transferring and extending the

learning beyond the institute (Joyce & Weil, 1986). The mentoring of beginning teachers, by more experienced teachers, is beginning to gain popularity as an opportunity to provide support, supervision and conference for novice teachers (Wagner, 1985). Networking is another recent innovative way for teachers who share common interests to pursue their own problems and concerns (Corbett & D'Amico, 1986). Finally, individualized efforts to gain professional expertise are reflected in various forms of action research as teachers explore and study their own interests and concerns (Duckworth, 1986; Hopkins, 1985).

Facilitating and Constraining Factors of Staff Development.

Regardless of whether or not teachers are motivated or understand the rationale for rethinking some aspect of their classroom practice, the reconceptualizing process is difficult (Duffy & Roehler, 1986) and problematic (Cohen, 1988). In constructing a staff development program which challenges as well as supports teacher growth, careful attention to those factors which may either facilitate or constrain teacher learning and the implementation of innovative teaching strategies into classroom practice is critical. Factors which have been known to constrain well planned staff development efforts are: the charge to restructure existing curricular materials, the introduction of innovative instructional methods, central office mandates, class sizes, grouping patterns, and demands of the daily classroom routine (Duffy & Roehler, 1986). Daresh (1987) reports other potential constraining factors such as: existing staff development procedures, teachers' lack of ownership in the direction

of staff development efforts, teachers' dissatisfaction with their position as passive observers, listeners, and implementors, and 'one-shot' training sessions with no follow-up.

On the other hand The Rand Change Agent study (McLaughlin & Marsh, 1978) reports that these four broad facilitating factors must be in place for a staff development effort to be deemed successful: 1) the motivation of all participants within an organization, including teachers and district managers to work in a collaborative manner on a complex and ambitious project; 2) the instructional strategies used in the project include training as well as support activities; 3) institutional leadership and support provided from the project director as well as the building principal; and, 4) teacher characteristics such as, minimal years of experience, verbal ability, and a stable sense of efficacy.

Additional facilitating factors may include: dissemination of knowledge that teachers find worthwhile (Clark & Lampert, 1985; Doyle & Ponder, 1977-78; Huberman, 1985; Van Note Chism, 1985); collegiality and collaboration (Little, 1982); attention given to teachers' concerns at various stages (Hall & Loucks, 1978); instruction designed for adult learners (Oja, 1980); teacher involvement in the assessment and planning stages (Orlich, 1989); the recognition by instructional leaders that learning and implementation take time (Wildman & Niles, 1987); new practices become an integral part of school-site and district-wide efforts (McLaughlin & Marsh, 1978); and, finally, while teachers report that they are not as fulfilling as the aforementioned facilitating factors, extrinsic rewards like increased pay, college

credit, additional teaching materials and time out of the classroom are important in that they provide forms of recognition, respect, and reinforcement (Loucks-Horsley, et al., 1987).

Results of Staff Development. Research on staff development has revealed that despite vast amounts of time, money and effort, staff development has often not been successful in promoting change in the way teachers teach (Duffy & Roehler, 1986; Raphael, Englert & Anderson, 1987). While teachers are able to learn new instructional strategies (Joyce & Showers, 1980; Stein & Wang, 1988), they do not incorporate the new strategies they have been taught into everyday classroom practice (Porter, 1986) but more often revert to the traditional modes of teacher talk (Duffy & Roehler, et al., 1986). Teachers are reported to regard much staff development as ineffective, a waste of time and beneficial to neither teachers nor their students (McLaughlin & Marsh, 1978).

While no one factor can explain these negative results, Schiffer's (1979) analysis concludes that most models of staff development are inadequate since they are either biased toward an organizational or a personal-change bias. McLaughlin & Marsh (1978) conclude that problems of change are both a function of people and organizations. Cohen (1988) states that while these arguments have been useful in pointing out that simply providing teachers with more information is not the best way to improve teaching, they also have limitations. Focusing primarily on organizational barriers locates constraining factors outside of teaching rather than on the new instructional practices themselves. Cohen suggests that attention must also be

given to students and teachers as they work together on classroom innovations as well as the intellectual, pedagogical and social demands of the instructional innovations.

Problem Statement

Reconceptualizations about the ways in which people learn and related innovative instructional practices have evolved from the behaviorist view to the constructivist view. However, classroom practice overwhelmingly remains fastened to the behaviorist or traditional ways of thinking about teaching and learning. In recent years a plethora of staff development programs have been designed to modify classroom practices and yet most classrooms and schools have initiated very few innovative practices and even fewer yet have consistently implemented these practices long enough to affect a lasting change. Much of the speculation about why these new ways of thinking about teaching and learning have made such minimal impact has centered around organizational and policy constraints as well as ineffective staff development models. And yet, it seems as though an examination of problems unique to teacher learning within the context of a staff development program has not been addressed. In addition, a consideration of the circumstances which promote teacher growth and respect teachers as learners have received minimal attention.

Thinking about the practicing teacher as an active learner, in a manner consistent with the constructivist perspective, does not seem to be a common phenomenon. This neglect of the teacher as a learner is evident when one examines the literature on teacher learning, teacher learning within the context of staff development as well as an

examination of the purpose and format of most staff development programs. In general, literature on teacher learning reflects generic ways in which teachers learn, such as: developmental stages, socialization, or experience but does little to clarify the problems unique to teachers' cognitive processing. Furthermore, additional literature reveals a suspicion that teachers are reluctant learners, possibly incapable of learning and implementing innovative teaching strategies.

Staff development literature indicates that most efforts at the local school district level have been a system-wide effort to improve student achievement test scores through the implementation of new "teacher-proof" curricula and "effective" instructional strategies. In order to realize these improved test scores, curricular and organizational changes teachers have become, at best, secondary considerations of staff development. Most instruction during staff development still reflects the behaviorist perspective on teaching and learning as teachers are presented with instructional techniques and curricular changes. Teachers are expected to change. They are to absorb this knowledge as presented; they are expected to become proficient at performing those strategies; and finally, they are expected to implement them, as designed, for the good of the students and the local school district. Teachers are the proverbial "empty vessel", passive and defective students, in need of more information and chances to perform.

What seems to be missing in these opportunities for learning is a focus on the teacher's intellectual needs as a thinking person and the

teachers's professional needs as a practitioner capable of making wise decisions regarding problems of classroom practice. Paying attention to what conceptions (knowledge, beliefs, and attitudes) teachers bring to their learning opportunities is missing as are ways in which teachers process and learn new ways of thinking about and implementing instructional strategies. Many staff development programs and the instructional delivery systems used in these programs have become increasingly more polished and packaged, yet remain superficial in their content; they provide minimal consideration of instruction which validates teachers' intellectual capabilities and potential.

In what ways can staff development models support teachers as they learn and implement new instructional practices? How and what do teachers learn? What factors influence how and what teachers learn during staff development opportunities and how and what teachers choose to implement in their classrooms? These questions raise issues pertaining to the ways in which staff development efforts can be structured to meet the needs of the teacher as a learner and thus warrant further study. The research undertaken here addresses these issues regarding teacher learning and staff development.

The Setting of the Study

An opportunity to observe and study practicing teachers' learning during a staff development program occurred when Michigan State University and the Michigan State Department of Education co-sponsored the Summer Enrichment Institute (SEI). The SEI was designed to be both an enrichment experience for 100 Chapter I students, grades 4 to 6 and a staff development opportunity for 20 teachers and 10

instructional leaders (representing nine different school districts) who would be working directly with those particular Chapter I students during the next school year. Nine small school districts in southwest Michigan (ten different elementary schools) were selected to participate by the Michigan State Department of Education Chapter I services area program director. The Chapter I students were selected by their principals and Chapter I coordinators on the basis of low achievement test scores in reading and math, their willingness to attend the Institute, and a good school attendance record. The teachers were selected by their principals on the basis that they would be working directly with Chapter I students during the next school year and their willingness to participate.

The SEI was organized into two phases: Phase I was a two week institute for teachers, students and instructional leaders during the summer on the Michigan State University campus and Phase II was a year long follow-up at the local school district level. The goal of the SEI was for all participants (students, teachers and instructional leaders) to become self-regulated learners by engaging in problem solving strategies. For the Chapter I students, problem solving strategies for reading and math were introduced during two "mini" teaching sessions each day. Students were taught to think of reading and math as tools for understanding and solving real-life problems and skills as "fix-it" strategies or ways to approach and make sense of those problems.

For the teachers and instructional leaders, problem solving opportunities were encountered as they restructured their thinking

about reading and math and the teaching of reading and math. They were taught to think of reading as an active process of constructing meaning from text and math as a tool for understanding problems in the world around us. They were also taught how to think of teaching and learning as an interactive, co-constructed process during which teachers and students engage in a collaborative dialogue designed to help the students construct new understandings about what they had read or approached in a mathematical manner. While the majority of this instruction occurred during Phase I of the Institute, additional contact and instruction were also planned for Phase II of the Institute. The goals of the Institute, the instructional model used with the teachers, and the one year follow up combined to make the SEI a good site for investigating teacher learning within staff development.

Statement of Purpose

While mathematics was a viable part of the SEI, for the purpose of making this research study manageable, the focus will deal exclusively with teachers as they learned new ways to think about and teach reading for Chapter I students within this particular staff development model. This is in no way meant to imply that teachers' conceptions of mathematics and the teaching and learning of mathematics is not an area of important concern to the educational community.

In addition, while the primary focus will be the learning of the twenty SEI teachers, this is not meant to diminish the role of the instructional leaders attending the SEI. The instructional leaders

were charged with the responsibility of supporting their teachers' learning and implementation efforts. They were supported in this responsibility. The instructional leaders attended all of the reading and mathematics seminars with their teachers. They experienced, firsthand, what it meant to rethink the teaching and learning of reading and mathematics. They also attended a daily instructional leadership seminar which focused on what it meant to provide moral as well as intellectual support for teachers. For these reasons, data parallel to that which was collected from the teachers was also collected from the instructional leaders. However, data collected from the principals will not be reported in this dissertation. Instructional leaders will be referenced when it is evident, through teachers' reports, that their presence and interaction with the teachers intersected with what the teachers felt they were willing and able to learn and implement.

The purposes of this descriptive study are threefold. The first aim is to describe the staff development model and factors within the model which teachers report as either facilitating or constraining what it is they were able or willing to learn and implement during Phase I and II. The second aim is to investigate teacher learning during Phase I and Phase II: teachers' evolving conceptions of reading and the teaching and learning of reading with Chapter I students. The third aim is to promote further concern and inquiry into the problems unique to teacher learning within the context of staff development opportunities. The focusing questions are organized around the first two aims of this research study.

Research Questions

Teachers' evolving conceptions of reading and the teaching and learning of reading with Chapter I students?

1. What conceptions of reading and the teaching and learning of reading with Chapter I students do teachers report before the SEI?
2. In what ways do those prior conceptions of the teaching and learning of reading with Chapter I students evolve during Phase I and Phase II of the SEI?

The SEI Staff Development Model

1. What factors of the SEI staff development model do the teachers report as facilitating or constraining their learning?
2. In what ways are the teachers' report of facilitating and constraining factors in Phase I similar to or different from those facilitating and constraining factors in Phase II?

Definition of Terms

For clarification and in order to establish a framework for this thesis, the following terms will be defined: staff development and professional development, institute, teacher learning, conceptions, and Chapter I students.

Staff development and professional development

Staff development, professional development and inservice training are the terms most widely used to describe the various kinds of education for practicing teachers. The terms staff development and professional development will be used in this thesis. Inservice training will not be used as it often depicts a sense of immediacy oriented toward specific training objectives (Orlich, 1989). Often referred to as the "one-shot deal", inservice training represents

short term training designed to train teachers how to perform certain teaching techniques or meet certain educational objectives that need immediate attention.

The term staff development will be used primarily throughout the thesis for two reasons. First, since the SEI was originally designed as an enrichment experience for Chapter I students and a staff development opportunity for teachers, the term staff development will be retained for consistency. Second, staff development has come to encompass a broader perspective than inservice training in that it tends to reflect a more long term investment on the part of school districts and teachers, a broader commitment to education in terms of a variety of knowledge bases encountered, and an emphasis on developing human and personal resources within an organizational structure (Orlich, 1989).

However, staff development has also come to stand for those very things that are depicted in this thesis as having negative effects on teachers. According to the National Educational Association (1985) staff development means, "education mandated for practicing professionals". This reflects the perspective that teachers are objects of staff development. In other literature, the substance of staff development has come to reflect a complex organizational structure with a myriad of details to consider in planning for the actual event. While this organization is often helpful and necessary, once again attention to continued growth for professional teachers is in the background (See Orlich, 1989, for example). Finally, staff development has almost become synonymous with behavioristic

instructional models designed to produce the "effective", yet compliant teacher (Collins, Brown & Newman, 1986), that in no way reflects the ideology represented in this thesis.

Loucks-Horsley et al. (1987) point out that, for many teachers, teaching lacks a professional work environment, and the decision to stay in the teaching profession, "means standing still rather than experiencing growth and renewal" (p.10). Perhaps this unfortunate, and yet all too often accurate, perception could be minimized if the continuing education of teachers truly reflected a professional endeavor. The term professional development will be used in the final chapter. While the definition of professional development will most certainly evolve over the course of this thesis, currently it has come to represent high standards of continuing education for teachers which perceives teachers as active learners: growing, developing and capable of making expert decisions about classroom practice.

Institute

Teacher institutes are intensive learning experiences which often introduce innovative ways of thinking about subject matter and the teaching and learning of that subject matter. Institutes usually occur over a one, two, or three week block of time away from the local school district. They often reflect the following underlying assumptions:

- . Learning (or unlearning) complex teaching behavior requires extended time and intensity of effort.
- . For teachers to take on substantive change in beliefs, attitudes, or behaviors, they must be given a modified context where they can be learners first, teachers second.

- . A powerful way of refining or stretching a teacher's capacity is to join that person with a community of learners who are also striving for improvement or new energy in their work.
- . Intensive learning experiences can have a transforming effect on the learners, serving to significantly revitalize intellectual inquiry and commitment to one's work (Loucks-Horsley, et al., 1987, p. 101-103).

Teacher Learning

The phrase "teacher learning" refers to the various cognitive processes that prospective and practicing teachers engage in as they learn subject matter and the teaching and learning of that subject matter. Rather than referring to development, socialization, and experience, which are general processes outside the cognitive realm, teacher learning is more specific to what is happening inside the mind. In addition, a consideration of teacher learning must include reference to conceptions (including their knowledge, beliefs, and attitudes), or misconceptions, their prior knowledge, their knowledge structures and how those affect what it is that teachers are willing and able to learn. Reference might also be made to the ways in which teachers become aware of, interact with, assimilate, accommodate, structure, restructure, internalize, and reflect on what they are learning.

Furthermore, when the questions, "How is it that teachers learn?", or, "What do we know about teacher learning within the context of staff development?", are posed, one can not only focus in on the cognitive processes of teachers but must concomitantly consider the instruction that nurtures that learning. Rather than conceptualizing teaching and learning as two separate processes, Vygotsky used the

term "Obuchenie" to refer to the interactive, dialectical nature of teaching and learning (Vygotsky, 1962). In addition, the new National Center for Research on Teacher Learning (NCRTL) has defined " ... teacher learning as a function of both the teacher-learner and the learning experience itself" (Kennedy, 1991, p. 2). This social constructivist perspective on teaching and learning will be evident throughout this thesis as teacher learning and instruction or conditions that facilitate or constrain that learning will be the central theme.

Teachers' Conceptions

Conceptions are most often thought of as formulated or structured ideas and images. However, it is also important to consider how these structured ideas and images are continuously influenced by and have influences on one's own and others' beliefs, values, attitudes, and actions. In this thesis, teachers' conceptions will be defined as the theoretical and practical knowledge, beliefs, and attitudes that have been and continue to be individually and collectively constructed through a variety of experiences. These distinctive ways of knowing and thinking will be related specifically to reading and the teaching and learning of reading with Chapter I students. For a more descriptive explanation of teachers' conceptions refer to the literature review in Chapter Two.

Chapter I Students

Chapter I students are elementary and secondary students who qualify for compensatory education assistance from the federal

government because they come from low-income families.

To be eligible, a child must first reside in an eligible school attendance area -- usually an area with more poor students than the district's average. If the child's school is selected to operate a Chapter I program, the child will only be selected to participate if he or she is enrolled in one of the grade levels in which the program operates, and scores below a specified performance level on an achievement test (Kennedy, Jung & Orland, 1986, p. 4).

While a variety of terminology has been used as descriptors of Chapter I students, the phrase "educationally-deprived students" will at times be used in this thesis because the Office of Educational Research and Improvement, United States Department of Education, uses it as a way to exemplify those students who attend schools with large populations of poor students as they were more likely than not to have lower average achievement test scores (Pallas, Natriello & McDill, 1989). For further explication of this terminology and the problems associated with this terminology refer to the discussion of teachers' conceptions of educationally-deprived students in the literature review, Chapter Two.

Significance of Study

The significance of this research lies in several areas: the investigation of staff development models, the focus on teacher learning within staff development, and inquiry into what it means for teachers to change their way of approaching reading.

A first area of significance concerns the construction of staff development models. Gaining insight into the ways in which the construction of a particular staff development model impact on how and what teachers learn is critical to our understanding of what it means

to provide professional development for practicing teachers; practicing teachers who in order to learn new ways of approaching reading and reading instruction with Chapter I students must restructure their previous ways of thinking. The information gained throughout this study should help us see the need for and provide the rationale for staff development models which go beyond the humane treatment of teachers, necessary but insufficient concerns with the organizational structures of staff development opportunities, and a sole focus on student achievement outcomes. The study should enable educators to question the goals of staff development when they do not address the teacher as learner; to discern the irony and disgrace in staff development projects which claim to "change" teachers, to produce effective or empowered teachers while they instruct teachers as empty vessels who simply need to be more knowledgeable and less traditional.

A second area of significance centers around the investigation of teacher learning. A consideration of the ways which teachers' conceptions do or do not evolve over a period of time can help us focus on the intersections between teachers' conceptions of teaching/learning, teacher/students, subject matter, and context. This investigation helps us consider: What are the distinctive ways in which teachers understand these matters? How do their understandings evolve over time? What does this process of unlearning old ways of thinking or reframing one's conceptions look like? And what are the factors which teachers perceive will facilitate or

constrain their learning? A recent report from the National Center for Research on Teacher Learning includes this statement

We must design research that examines both what teachers bring with them to new experiences - what they already know, believe, or value - and the experiences themselves - the features that are likely to promote learning the new ideas or practices offered to them (Kennedy, 1991, p. 2).

This research on teacher learning within a particular staff development model promotes that agenda.

Implementing interactive models of instruction has been difficult for many teachers. A third area of significance will center around insights into why these interactive instructional models and constructivist ways of perceiving knowledge, and which view the student as learners capable of constructing or co-constructing knowledge, are problematic for classroom teachers to learn and implement. What does it take for practicing teachers who have acquired a lifetime of experiences in traditional classrooms to accommodate new ways of thinking, believing, and eventually behaving?

Fourth, this study has important implications for local school districts, staff development coordinators, and teacher educators who design staff development programs. What difference does it make in a teacher's learning, thinking, believing, and eventually behaving if they are able to attend an institute with follow up support? What difference does it make when teachers attend an institute in teams, when school teams develop collegial relationships around teaching and learning? What does it mean to address the needs of the teacher as learner within a staff development program?

Finally, this study has implications for practicing teachers who often find themselves objects of staff development rather than professionals who are interested in and capable of continuing to study the teaching and learning of subject matter in schools with diverse students. Perhaps, if teachers become familiar with research on teacher learning, they, too, will begin to question what it means to be a learner, what it means to be a learner within a staff development program, and what staff development opportunities should offer them.

Methodology

In order to investigate teachers' conceptions of reading and the teaching and learning of reading with Chapter I students and the factors which teachers perceived facilitated or constrained their learning during this staff development program, this study will draw on data collected through participant observation, questionnaires, and interviews before and after Phase I of the SEI and during and after Phase II of the SEI. The data collected from open form questionnaires and the interview will be analyzed using a content analysis of teachers' comments. Teachers' comments will be reported in terms of the numbers of teachers making particular comments. Data gathered from teachers' ratings, on a five-point Likert scale, of facilitating and constraining factors during Phase I and Phase II will be reported through frequency ratings. In addition, in order to examine the differences between teachers' ratings of Phase I and Phase II, a dependent t-test will be used to analyze teachers' rating on the Likert scale. From these measures, inferences will be made

regarding teachers' evolving conceptions and factors which can facilitate or constrain teacher learning.

Overview

The chapters which follow are arranged in this manner: Chapter II presents a review of the literature related to this particular study; Chapter III more fully describes the context of the study, the Summer Enrichment Institute during Phase I and Phase II; Chapter IV outlines the design and methodology of the study, including descriptions of the design, participants in the study, procedures used to collect the data, and the methods of data analysis; Chapter V reports the findings related to teachers' evolving conceptions of the teaching and learning of reading with Chapter I students; Chapter VI reports the findings related to the factors which teachers report as facilitating or constraining what it is they were able to learn; and finally, Chapter VII offers a discussion of the findings as well as the implications this study may have for constructing staff development opportunities for practicing teachers and for future research on teacher learning within staff development.

CHAPTER II.

A LITERATURE REVIEW RELATED TO TEACHERS' CONCEPTIONS AND STAFF DEVELOPMENT WHICH SUPPORTS TEACHER LEARNING

The prevalent views of teachers as learners in the context of many staff development programs are negative at best. Assumptions underlying the goals of staff development reflect views that teachers are defective, subordinate, and unfit learners. Rarely are teachers considered master learners, capable of constructing knowledge and making wise decisions. Certainly, it is ludicrous to think that teachers bring nothing worthwhile to the practice of teaching: as if they were void in significant ways of thinking about subject matter, teaching and learning. This notion would suggest that teachers are "empty vessels" in need of more knowledge, skills, direction, "teacher-proof" curricula, and recipes for teaching.

While much staff development literature gives only lip service to teachers' intellectual capacities and learning capabilities, lest the wrong impression endure, it is important to note that teachers, their capacity for knowing and learning are recognized positively in other teacher education literature. Dewey (1904/1965) speaks of teachers developing intellectual independence; recognizing their own power to think. Clark (1986) asserts that while research on teaching has many ways of serving teachers, teachers are experts in their own classroom. Kohl (1984) writes of teacher colleagues who are able to promote

intellectual sophistication and former teachers who were able to reveal new worlds beyond their students' limited perspectives. Giroux (1988) makes a case for thinking of teachers as transformative intellectuals. Underlying Feiman-Nemser's thinking and research is a devotion to the ways of promoting and respecting teachers as students of teaching (1979, 1981, 1983). In its limited manner, the plethora of teacher effects literature also makes a case for acknowledging that teachers are capable of learning a variety of knowledge and skills (Cummings, 1983; Hunter, 1984).

Cognitive psychology has recognized that prior knowledge, the schemata or data structures that students bring to each new learning situation have an enormous effect on their learning and the manner in which they engage in problem solving (Green, McCloskey & Caramazza, 1985; Greeno, 1978; Larkin, 1985;). Teachers are not unlike young students in that they also have prior knowledge that affects their learning and their engagement in problem solving activities. For example, Handal & Lauvis (1987) speak of the practical theories of teaching that prospective and practicing teachers have developed. Brousseau, Book & Byers (1987) have examined the impact teaching experience has on educational predispositions and beliefs. Paine (1988) has investigated prospective teachers' views of diverse learners. Other researchers have studied how teachers' beliefs, regarding the teaching of specific subject matter have affected their teaching; math, (Ball, 1988); reading, (Bawden, Buike & Duffy, 1979); and science (Roth, 1985). Still others have studied how prior knowledge and ways of thinking about the teaching practice influences

what prospective teachers learn from their coursework and field experiences (Feiman-Nemser & Buchmann, 1986). Those who write of the cultures of teaching indicate that educational experiences for teachers must be built on what it is they already know and believe about the teaching practice (Feiman-Nemser & Floden, 1986; Sarason, 1982). However, they are also quick to point out that it is false to assume that all teachers have the same predispositions, beliefs, and attitudes.

Lortie (1975) illustrates an aspect of teachers' knowledge acquisition when he describes the socialization process that all teachers go through during their 16 years of elementary, secondary and undergraduate schooling (approximately 13,000 hours of exposure to teachers, teaching, and schools). Lortie refers to this socialization process as an "apprenticeship of observation". This "extended acquaintance" with teaching leaves teachers with a storehouse of knowledge (Jackson, 1986). It recognizes that teachers come to the teaching practice with knowledge, beliefs, and attitudes about subject matter, teaching, learning, students, and schools that will have a strong bearing on what it is they are willing and able to learn.

Therefore, while it is clearly indicated that teachers are not "empty vessels", lacking distinctive ways of knowing, it is also recognized that prior knowledge of the teaching practice is quite problematic for learning new ways of thinking about the teaching practice. This recognition that teachers do have intellectual capacities and distinctive ways of thinking about the teaching practice draws our attention back to the purpose for which this

literature review is critical. The literature review in the rest of the chapter will be organized around two aims of this research endeavor, which are: 1) to become more informed about teachers' conceptions of reading and the teaching and learning of reading with Chapter I students, and; 2) to become more informed about ways in which staff development can support teachers' evolving conceptions. Therefore, the first section will explore literature on conceptions, teachers' conceptions of reading, and the teaching and learning of reading with Chapter I students. The second section will investigate literature regarding a variety of ways in which staff development can support teachers while they are learning new ways of thinking and teaching.

Research on Teachers' Conceptions and Teachers' Conceptions
of Reading and the Teaching and Learning of Reading
with Chapter I Students

Research on teacher thinking has begun to provide a more complete picture of teachers' thought processes. In the Handbook of Research on Teaching, third edition, (Wittrock, 1986), Clark and Peterson (1986) reveal the ways people have researched "teachers' thought processes" through investigations of teachers' planning, decision making, judgment, implicit theories, expectations and attributions. For the research being discussed in this thesis, the emphasis will be placed on an aspect of teachers' implicit theories; the interrelatedness of teachers' conceptions of reading and the teaching and learning of reading with Chapter I students. Research on teachers' implicit theories make up the most recent and smallest part of research on teachers' thought processes and yet this aspect is

crucial to our understanding of the ways in which teachers perceive, process, and act on bodies of information (Clark & Peterson, 1986).

Defining "Conceptions"

What are conceptions? According to the Second College Edition of Webster's New World Dictionary of the American Language (1976), the word conception is defined as:

- ...3). the beginning of some process, chain of events, etc.
- 4). the act, process, or power of conceiving mentally; formulation of ideas.
- 5). a mental impression; general notion; concept ...

While some might be satisfied with this succinct definition, Toulmin (1972) worries that the closely related words "concept" and "conceptual" are much more complex and have taken on so many meanings that they have become vague. Toulmin indicates that concepts are personal as well as communal, continually evolving rather than end states, and that they must be studied within a social, historical, and cultural framework. Learning new concepts, therefore indicates the evolution of ideas; replacing old ideas with new ideas. He begins his book, Human Understanding: The Collective Use and Evolution of Concepts, with this quote from Kierkegaard: 'Concepts, like individuals, have their histories, and are just as incapable of withstanding the ravages of time as are individuals' (p.x).

Defining Teachers' Conceptions

The term conception is elusive and overused. It is not surprising, therefore, that there is considerable disagreement and variation in the way teachers' conceptions are defined. Clandinin & Connelly (1987) suggest that the various terminology used to describe

teachers' personal knowledge reveal the ways in which researchers perceive the "personal" as well as indicate how they choose to investigate and interpret what it is they find. They discovered the use of diverse terminology such as: "teachers' conceptions, teacher perspectives', teachers' understandings', teacher constructs, teacher principles of practice, teacher beliefs and principles and teacher practical knowledge, ...teacher conceptions', teachers' thinking criteria, personal constructs, personal knowledge, and teachers' personal practical knowledge" (p. 487). While there is some debate as to the commonality of meaning between all of these terms, after a review of the research on teachers' personal thoughts, Clandinin and Connelly conclude that most of the studies are aimed at searching for the content of teacher thinking. And, while methods of inquiry differ to some degree, their review also indicates that most of this research has centered on the cognitive rather than affective, and on teachers' cognitive knowledge as it relates to their actions, prior experiences, and thoughts in isolation from their actions and prior experiences. Clandinin and Connelly propose that these similarities indicate a greater commonality in terminology than first appearances would suggest.

Building on the literature just reviewed, for the purposes of this thesis, teachers' conceptions will be defined as theoretical and practical knowledge, beliefs, and attitudes which have been and continue to be individually and collectively constructed through a variety of personal experiences. These distinctive ways of knowing

and thinking will be related specifically to reading and the teaching and learning of reading with low achieving students.

Teachers' Conceptions of Subject Matter

That teachers develop an adequate knowledge base and come to conceptualize subject matter knowledge in special ways is crucial (Barnes, 1988; Shulman, 1986). Hawkins (1974) argues that the teacher-student relationship (the "I-Thou" relationship) is incomplete without a common interest in something outside themselves and within their environment; that is, subject matter (or the "It"). For Hawkins, without an "It", there can not be an evolving "I-Thou" relationship. If the very essence of the teacher-student relationship (the "I-Thou-It") revolves around subject matter, then this requires teachers to know subject matter in such a way as to be able to connect students with that subject matter (Feiman-Nemser & Buchmann, 1986). For Kohl (1984) this does not mean teachers should be required to know everything about a subject, but rather understand the fundamental structure of the subject. Schwab (1978) explains that the structure of subject matter or a discipline reveals the character and limitations of the principles which form the foundation of a particular subject and it is that structure which also reveals the pedagogy that must follow. Wilson, Shulman, & Richert (1987) characterize this pedagogy as different from standard teaching techniques. They suggest that teachers "must have a knowledge of the subject matter that includes a personal understanding of the content as well as a knowledge of ways to communicate that understanding, to foster the development of subject matter knowledge in the minds of

students" (p. 110). Wilson & Shulman have labeled this specific kind of knowledge, "pedagogical content knowledge".

Further examinations of the ways in which teachers conceptualize subject matter is important. To explain that teachers' knowledge is what teachers know is only part of the picture. How teachers understand subject matter knowledge is also important (Shavelson & Stern, 1981) and yet until recently this aspect of teacher knowledge has received very little attention. As indicated before, even most of the research on teacher thinking centered on teachers' thoughts about their planning and instruction while thinking about subject matter was either ignored or in the background (Clark & Peterson, 1986). Shulman (1986) has called this general lack of attention to the interrelatedness of subject matter with the behaviors of teachers and students in classroom research, 'the missing paradigm' (p. 8). Little is known about what teachers understand about subject matter and how that affects their instruction and subsequently their students. McDiarmid (1989) has also recognized this subject matter void in most discussions about teaching and learning related to culturally diverse students.

Recent research efforts, designed to probe more deeply into what teachers know about subject matter and how that knowledge affects their teaching, have been initiated in several subject areas. Recent research in mathematics has provided convincing and plentiful evidence that teachers' knowledge, beliefs, and attitudes about mathematics influence their teaching and their decisions about what and how to teach (Ball, 1988; Romberg & Carpenter, 1986). Research in science

education which has specifically focused on both teachers' and students' conceptions of scientific concepts has also supported the notion that teachers' conceptions influence students' conceptions (Roth, Anderson & Smith, 1986). More recently, research in reading has begun to reveal that teachers' distinctive ways of thinking about reading and the teaching and learning of reading impacts on students' conceptions of reading (Book, Putnam, Meloth & Sivan, 1988). This next section will focus first on the current conception of reading as revealed in the literature and research on reading and will focus second on what that research has revealed about teachers' conceptions of reading as related to students' conceptions of reading.

A Current Conceptualization of Reading

The concept of reading has its own history and while this thesis will not attempt an in-depth historical review of what reading has meant over time, a brief synopsis will serve to set a framework for new ways in which teachers are being asked to conceptualize reading and the teaching and learning of reading. During the last twenty years, reading has emerged from the behaviorist perspective that students must first learn phonics and reading skills and learn them separately from actual text, that literal comprehension or getting the facts straight must precede any other kind of comprehension and that the best way to provide comprehension instruction is to ask students questions about textual content (Pearson, 1986). The current co-constructivist conception of reading is that reading is a process of 'enquiry'; that there is a dialectic process that occurs between the reader and the text (Schwab, 1978). Reading requires that a

person actively engage in asking questions, summarizing, predicting, and clarifying rather than simply read text silently or aloud and remembering the details (Palincsar & Brown, 1984). Reading is a dynamic, interactive, and flexible strategic process during which students draw on their own prior knowledge and other various knowledge sources in order to make sense of text (Duffy & Roehler, 1989). In other words, students use declarative knowledge to understand that texts, text structures and goals have certain characteristics; students use procedural knowledge to understand how or monitor the strategies needed to make sense of text; and, students use conditional knowledge to know when to apply various kinds of strategies (Duffy & Roehler, 1987; Paris, Lipson & Wixson, 1983; Pearson, 1986). Learning how to read is a problem solving activity rooted in real world reading tasks (Collins, Brown & Newman, 1986). Reading skills are not equated with automatized phonetic procedures but rather problem solving strategies which need to be flexibly and consciously applied (Duffy & Roehler, 1987).

Reading instruction has also been reconceptualized. The teacher is no longer the authority giving knowledge, drilling phonetic skills, asking literal comprehension questions and assessing progress through standardized achievement tests (Duffy & Roehler, 1988). The teacher and student co-mediate the reading process. "That is, both the teacher and the student filter instructional experiences through their current understandings and create new understandings" (Roehler & Duffy, 1986). Collins, Brown & Newman (1986) speak of instructional strategies based on a cognitive apprenticeship model which are

designed to foster independent, expert use of problem solving strategies. In other words, together teacher and student are involved in a domain specific task where the teacher helps the student focus on cognitive and metacognitive tasks through a scaffolded instructional sequence involving modeling of cognitive processes, coaching, and fading so that the student gradually assumes the role of expert or self regulated learner (Roehler & Duffy, 1986; Duffy & Roehler, 1987).

An example of this scaffolded instruction or cognitive apprenticeship designed to promote self-regulated learning can be seen in "reciprocal teaching" where both teacher and student take turns assuming the role of the teacher as they seek to formulate questions about text, clarify meanings within the text, make predictions about what might happen in the text and summarize text (Palincsar & Brown, 1984). At first teachers model the processes of questioning, clarifying, predicting, and summarizing. Then teachers coach their students in the same processes through dialogue which enable the students to get started on the new skills. Gradually the teacher fades in support as students exhibit that they are able carry out the processes in a conscious, confident and skilled manner (Palincsar, 1986). Another example of this includes the teaching strategies recommended by Duffy and Roehler and based upon their teacher explanation studies (Duffy, Roehler, Meloth, et al., 1987). Their premise is that teachers must recast reading skills as "fix-it" strategies to be used when blockages occur. Teachers should explicitly explain these strategies to students through 'front-loaded' modeling, demonstration, and continued responsive elaboration or

dialogue (which may include additional modeling) until students develop a metacognitive awareness not only of the strategy itself but also the appropriate times and places to enact the strategy (Duffy & Roehler, 1988).

Teachers' Conceptions of Reading

Conceptualizations of reading and the teaching and learning of reading have evolved from a behavioristic perspective to a social constructivist perspective and have gained credibility within the theoretical and research literature. However, there is little evidence to indicate that these views have significantly influenced teachers' thinking or the teaching practice (Anderson, 1989; Collins, Brown & Newman, 1986; Duffy & Roehler, 1986; Palincsar, 1986; Pearson, 1986). Studies investigating reading instruction in primary grades have revealed that current classroom practice reflects the view that reading is a set of skills to be mastered, that the interaction between teachers and students can best be described as teachers asking the questions and students giving the answer, that reading tasks are most often skill sheets and workbook pages and that comprehension can be taught by asking students questions about the content of text (Duffy & McIntyre, 1980; Durkin, 1978-1979). While the remaining literature review indicates that teachers' conceptions of reading are fluid, can be changed and do influence their students' conceptions of reading, it is important to point out that research in this area is limited.

Duffy (1977) found that teachers' concepts of reading did influence teachers' pedagogical practices about half of the time and

yet other factors often had an opposing effect. In a later study Bawden, Buike & Duffy (1979) investigated the nature of teachers' conceptions of reading and the degree to which teachers' conceptions influenced reading instructional practice. Their research suggested seven general principles related to teachers' conceptions of reading, which were:

- First, teachers do have conceptions of reading...
- Second, most teachers have more than one conception of reading...
- Third, teachers also explain their instructional decisions with categorizable statements that represent 'non-reading' conceptions...
- Fourth, ...some teachers possess more complex conceptions than others...
- Fifth, teacher conceptions seem to vary in stability from teacher to teacher...
- Sixth, ...a teacher's reading conception may be related to the grade level taught and to the pupils' ability level...
- Finally, ...teachers modify and change their conceptions of reading and reading instruction over time (p. 7-10).

The findings in this study suggested that teachers verbalize their conceptions in terms of general categories such as 'content-centered' which include use of basal text and linear, phonetic skills and 'pupil-centered' which include use of natural language experiences, interest and integrated curriculum models. More experienced teachers tended to adopt the 'content-centered' conception of reading and less experienced teachers tended to adopt the 'pupil-centered' conception of reading. In addition those who adopted a 'content-centered' conception, spent 75% of their instructional time reading from the basal and engaging in phonetic skills instruction while those who adopted a 'pupil-centered' conception of reading spent 55% of their instructional time on basal and related skills but also 35% of their time engaging in natural language experience, self-selected reading

materials and a variety of instructional activities. Their findings suggest that while teachers' conceptions of reading do have an effect on their instructional practices, the connection between the two is not a linear process nor is it the only factor to guide instruction as had been previously suggested by Kamil & Pearson, 1979; Harste & Burke, 1977. Bawden, Buike & Duffy (1979) suggest that the link between a teachers' conception of reading and their instructional practice is fluid and takes on even further meaning when "it is filtered through the teacher's non-reading conceptions and applied to a specific teaching context" (p. 14). Some of the non-reading conceptions included "...mutual teacher-pupil respect, classroom management and routine, the amount of assistance needed by low or high ability pupils, the way pupils learn, social/emotional characteristics, and others (p. 7-8).

More recently, Book, Putnam, Meloth & Sivan (1988) investigated the relationship between teachers' conceptions of reading, their instructional talk, and students' conceptions of reading. Their hypothesis was that expert teachers who conceptually understood reading as a strategic, problem solving, and sense-making process would pattern their instructional talk to reflect those conceptions and, likewise, students' conceptions would reflect their teacher's conceptions. Ten treatment teachers were taught to teach the traditional basal skills as strategies to be used when problems occurred in making sense out of text, while the ten control teachers continued to use the basal in the traditional manner and received instruction in management skills. Observational measures indicated

that both treatment and control teachers were equivalent in their concept of reading as a strategic process at the beginning of the one-year study. However, at the end of the one year study, the control teachers did not incorporate their "expert" conceptions of reading into their instructional talk. In contrast, the treatment teachers were more likely to include statements about "...reading as involving (a) intentionality, (b) effort, (c) a systematic approach, (d) self-direction, (e) problem solving, (f) use of rules/skills to get meaning, (g) meaning getting, (h) conscious processing, and (i) selection" (p. 31). The authors suggest that the control teachers did not recognize ways in which they could incorporate their knowledge into instruction. The speculation was that they lacked "...the specific pedagogical content knowledge to know how to teach reading in a manner that reflects their view of reading as a strategic process" (p. 34).

A final group of studies to be mentioned here have been conducted recently by Duffy, Roehler & Tiezzi (1987) colleagues which examine one aspect of teachers' conceptions: teachers' knowledge structures. Knowledge structures refer to interrelated schemata (Herrmann, 1988) or networks of relationships established among concepts (Johnson, 1988). The hypothesis is that teachers who have a more complete and complex conceptual understanding of the reading process and reading strategies will be able to provide more interactive, responsive, and flexible reading instruction. To date, this research has shown that prospective teachers whose knowledge structures are both coherent and well organized are more effective during their instructional

performance and that these knowledge structures are influenced by undergraduate teacher preparation courses (Roehler & Duffy, et al., 1987).

Additional exploratory research with practicing teachers which investigated the relationship between a teachers' metacognitive awareness of their own knowledge about reading and reading strategies and students' metacognitive awareness of the lesson content suggests that,

...effective teachers may be those who build meaningful knowledge structures for their professional knowledge, are metacognitively aware of that knowledge, can access that knowledge when specific problems arise in the course of instruction and can apply that knowledge flexibly and adaptively according to the demands of a particular situation (Duffy, Roehler & Tiezzi, 1987).

This same line of research has also recently investigated the relationships and patterns which exist between teachers' knowledge structures and conceptual understanding and students' knowledge structures and growth in conceptual understanding (Roehler & Reinken, 1989).

The three studies just reviewed were specifically focused on teachers' conceptions, teachers' conceptions as they related to instructional practice and teachers' knowledge structures. And while the latter studies indicate conceptual change among teachers and subsequent growth in their pupils, minimal information is given as to how the model of staff development was conceptualized, constructed or implemented which promoted and nurtured that conceptual change.

Teachers' Conceptions of Chapter I Students

To continue the investigation into teachers' conceptions of reading and the teaching and learning of reading with Chapter I students, this review of literature will focus on the characteristics and prevalent conceptions of Chapter I students, as well as common instructional practices most associated with the schooling of Chapter I students. In general, Chapter I students come from poor families, attend schools representing a large proportion of students from poor families (this is often a rural or large urban setting), are of minority status, live in a single-parent family (usually with a poorly educated mother) and achieve at much lower levels than non-Chapter I students (Kennedy, Jung, Orland, et al., 1986). Chapter I services are federally funded educational services provided for children of low-income families who are achieving academically at low levels as measured by standardized achievement tests and attend schools who qualify for Chapter I funding. Most services are offered in the form of "pull-out" programs which means that Chapter I students are taken from their regular classrooms for brief periods of time each day to receive remedial instruction (Kennedy, Jung, Orland, et al., 1986).

It is informative to note how Chapter I students, and those students who qualify for Chapter I services in every way except that their school system does not receive Chapter I funding, have been perceived and labeled by both the educational community and society at large. A common perception has been that poor, minority children are genetically deficient therefore inferior in intellectual, social, and cultural ways (Jencks, et al., 1972). While this notion has preceded

those perceptions and labels that follow and has received less credibility over the years, it has not been totally eradicated. During the 1960's the popular label given to poor, minority students was "culturally deprived". This label refuted the notion that poor, minority students were genetically inferior and instead reflected the notion that they came from families where the language and lifestyles lacked intellectual stimulation. Subsequently, this terminology has been criticized for its ethnocentric perspective and its location of the academic problems students have totally outside the school environment (Erickson, 1987). In addition, during the 70's and 80's more general terms like minority students, low socio-economic students, and low-achieving students have been used. However, the perceptions that these students are handicapped (Ogbu, 1987) and irremediable (Erickson, 1987) have persisted. There are also those who have made a convincing case that the function of schools is to socially reproduce labor power for the larger political and economic order (Anyon, 1981). For those who perceive that students are capable of manipulating and even resisting the system (Willis, 1977), the social reproduction theory leaves the impression that students are "... passively reproduced, put through the mills of inequality, and shaped into a pap form marked only by cross-generational failure..." (McDermott, 1987). A more recent term, "students-at-risk", has drawn criticism because of the implication that the locus of students' educational problems is placed upon the students themselves instead of schools which "fail to serve, underserve, or inappropriately serve" poor and minority students (Young & Melnick, 1988). In order to

alleviate that problem, the term "educationally disadvantaged" has been used to describe those students who either at home, in the community, or at school have had inappropriate educational experiences (Pallas, Natriello & McDill, 1989). That educators should spend so much time trying to label and explain the educational situation of our poor and minority students is in itself problematic. "Perhaps we could find something better to do with our social science. We must be wary of our powers of articulation and explanation when they can keep us systematically dumb about ourselves" (McDermott, 1987).

There are many conceptions and misconceptions about Chapter I students but the focus here is to investigate how these perceptions have both manifested themselves in and been perpetuated by classroom practice. Studies on the organizational arrangements of school having to do with tracking and ability grouping indicate that disparate educational opportunities exist between high and low grouped students in at least these three domains: access to knowledge, opportunities to learn and classroom climate (Goodlad, 1984; Oakes, 1986 a & b). In a large study involving hundreds of junior and senior high school classrooms, Oakes (1985) draws several conclusions about the differentiated education received by those children who are in high tracks or groups versus those in low tracks or groups. Those who are in the high groups are more likely to be given access to knowledge most valued by society and most required for credentials which open the way for future educational, economic, and societal opportunities; that is, knowledge in the form of critical thinking and problem solving skills. Those who are in the low groups are presented with

knowledge that does not have prestige or provide access to upper level social and economic positions; that is knowledge in the form of functional vocational skills, basic literacy skills, and compliant behaviors. Students in high track classes not only are given more instructional time than low track classes but the quality of instruction in high track classes is better. Low track students spend much of their time in school learning how to behave rather than on learning itself and the instruction they receive is best characterized by drill, rather than exposure to a variety of teacher instructional behaviors, materials and activities provided many high track students. Finally, classroom climate for those in the high groups is characterized by high task involvement for both teacher and student, positive teacher/student relationships and competitive yet friendly interactions between students. Low group students are most often in classes where order and compliance are top priority, teacher/student relationships are more negative and interactions between students are often hostile and unfriendly.

In general, research indicates that all students spend very little time actually engaged in reading (Duffy & McIntyre, 1980; Durkin, 1978-79; Goodlad, 1984). Instead, teachers first present material to be completed and then assign the actual task which is often answering questions at the end of a story or completing workbook pages (Au & Kawakami, 1986). Consequently, students spend most of their time completing independent seatwork that they do not see as related to what they are learning (Anderson, et al., 1985). There is little

interaction between teacher and student during reading instruction at all levels of schooling (Flanders, 1970; Goodlad, 1984; Palincsar, 1986).

A more in depth look at reading instruction offered for high and low group students parallels findings in tracking and ability group studies. The finding is that there is noticeable disparity between high and low groups and instruction for low group readers is even more bleak than one would expect. Allington (1983) argues that "good and poor readers differ in their reading ability as much because of differences in instruction as variations in individual learning styles or aptitudes" (p. 548). In one study he found that good readers read three times as many words a day than poor readers. In addition, 70% of the reading done by good readers is silent while the poor readers take turns reading orally 70% of the time. Good readers are evaluated on the basis of their post reading responses while poor readers are evaluated on their accuracy in reproducing the literal text. In addition, Allington found that instruction organized for good readers tends to be based more on getting meaning from text rather than the instruction provided for poor readers which stresses decoding skills.

In an ethnographic study of children in a first-grade classroom, McDermott & Aron (1978) investigated one top reading group and one low reading group. They discovered that together the teacher and the two different groups of readers established contrasting learning environments. The top group of readers seemed to represent less of a management problem for the teacher. They came to the table ready and able to read. The teacher established a reading sequence for the

students in which everyone was assured a turn and knew when they were about to be called upon. The lessons proceeded smoothly. The teacher and students were able to concentrate on the language and meaning of the written material. However, the environment for the low group readers took on a different look. Students came to the reading table with inefficient reading skills. The teacher spent a considerable amount of time focusing on the decoding of words and phonics skills. The teacher interrupted the students more often, making the reading group seem disjointed. In addition, the teacher did not set up a consistent participation structure for the students but instead responded to call-outs and the body language of students indicating whether or not they wanted to respond. Therefore, these students struggled to figure out when and where they were to respond instead of concentrating on what was to be learned.

Teachers' conceptions and practices are not the only variables directly linked to the educational plight of poor and minority students, for a study by Bawden, Buike & Duffy (1979) revealed that while teachers do have conceptions about reading and those conceptions are often manifested in their instructional behavior, teachers' conceptions of reading alone do not govern their instructional practices. Teachers' instructional practices are also governed by curricular, managerial, social, emotional, and interpersonal concerns as well as a variety of student concerns. Winograd (1986) also suggests that current accountability systems and testing procedures weigh heavily on teachers' minds forcing them to engage in classroom practices which not only "deskill" teachers but also engage students

in competitive activities which, while designed to help students attain acceptable achievement test scores leave them with an inaccurate conception of reading: a mastery of skills.

The notion that teachers and schools totally control and mold passive students' lives and school achievement is also repudiated by Willis (1977) who documents the resistance behaviors of working class lads in England. McDermott (1974) investigated ways in which pariah or minority children learned not to read in order to acquire high status and personal identity in their own classrooms.

Furthermore, a review of the research on teacher expectations has established that the "...data imply that teacher expectations do not always or automatically function as self-fulfilling prophecies, but that they can and often do have such effects" (Brophy, 1982). In addition, while research on teachers' expectations has revealed that teachers do differentiate instruction in ways that maximize educational opportunities for high achieving and compliant students and minimize educational opportunities for low achieving and resistant students, this, too, has its limitations. Brophy suggests that just because differential treatment has been documented in some classrooms does not mean that it occurs in all classrooms and that teachers' expectations are often mediated by student effects and students' reactions to teachers' expectations.

Nonetheless, while there are counter explanations and many factors to be considered when investigating the relationship between teachers' expectations and conceptions of reading as related to their classroom practice, the fact that teachers' knowledge, beliefs, and attitudes

about subject matter, the teaching and learning of that subject matter and learners do affect their instructional practices and the ways in which they interact with their students cannot be ignored. Therefore, in the final section of this literature review, attention is turned to staff development models which can support teachers as they learn new and innovative ways in which to conceptualize subject matter, the teaching and learning of that subject matter, and learners' interactions with teachers and subject matter.

Staff Development Models
and Their Relation to the Teacher as Learner

Men demonstrate their rationality, not by ordering their concepts and beliefs in tidy formal structures, but by their preparedness to respond to novel situations with open minds--acknowledging the shortcomings of their former procedures and moving beyond them ...the key notions are 'adaptation' and 'demand', rather than 'form' and 'validity' (Toulmin, 1972, p. vii-viii).

There is no doubt that teachers are being called upon to respond to novel situations, question their traditional ways of looking at teaching, learning, and subject matter and embrace innovative instructional practices. Teachers, who always have been asked to adapt their teaching practices to the changing times, are being asked to do so at alarmingly faster rates (Knowels, 1984). The complexity of professional demands on teachers and the changing social context of schooling make continued professional growth a necessity rather than optional. Until recently, educational research used to be contained within papers, journals, and textbooks and occasionally disseminated at conferences and institutes. Now educational research is thought of primarily in terms of dissemination, change, and utilization (Fenstermacher, 1982). The evolving psychological notion, stemming

from research on teaching and learning, that knowledge is constructed by the learner and that interactive instruction is designed to promote self-regulated learners calls upon teachers to teach in a manner foreign to current classroom practices (Anderson, 1989). "To learn is to entertain risk, since learning involves moving just past the level of competence, what is already mastered, to the nearest region of incompetence, what has not yet been mastered" (Erickson, 1987, p. 344).

As has been previously noted, there is no doubt that teaching has been resistant to these changes that affect classroom practice and there are many factors outside the classroom that work as barriers to the change process. However, Cohen (1988) suggests that while barriers such as finance, organizational structures, political conflict, inadequate resources, mandated curricula and career incentives certainly compound the problem of implementation in the classroom, the instructional strategies themselves call upon both teachers and students to push their will, skill and faith to the limits while engaging in new innovative, adventurous, powerful, and engaging teaching and learning strategies. That we "may be working near the beginning of a great, slow change in conceptions of knowledge, learning, and teaching" (Cohen, 1988, p. 35) does not imply that current instructional reforms will fail but it does imply that we must explore alternatives and be closely attentive to the ways in which we promote and nurture these changes.

It also implies that staff development models must be more in tune with the instructional practices that are being disseminated and

recommended (sometimes mandated) for classroom use. Historically speaking, staff development practices have reflected current conceptions of the teaching/learning processes being studied in research on teaching and learning. Feiman (1981) suggests that the scientific research tradition which dominated the research arena during the last few decades and focused on developing repertoires of effective teaching behaviors has been reflected in staff development models which focused on training teachers to implement particular behaviors. These particular teaching behaviors, designed to maximize student achievement on tests in the area of basic skills, were often disseminated in the form of rules with the expectation of compliance on the teachers' part (Fenstermacher, 1982); Lanier & Glassberg, 1981). In contrast, the analytic and naturalistic traditions of research have focused on enlarging a teacher's understanding of the critical issues of educational practice and helping teachers interpret educational phenomena, respectively (Feiman, 1981). Research in analytic and naturalistic traditions viewed teachers and students as active learners capable of constructing their own meanings. From this perspective, staff development needs to provide enabling educational conditions designed to nurture both teacher and student growth (Feiman, 1981). Rather than training teachers in rules provided by research, staff development must educate teachers by connecting research to teachers in the form of evidence which allows teachers to either question or substantiate their beliefs or in the form of schemata which allows teachers to conceptualize their practice in descriptive and explanatory ways (Fenstermacher, 1982).

Unfortunately, these latter ways of conceptualizing research have not influenced a majority of staff development efforts which remain primarily focused on training teachers to implement particular behaviors designed to improve student achievement (Lanier, & Glassberg, 1981; Oja & Sprinthall, 1978).

While the focus of this dissertation is to investigate models of staff development which promote and nurture teachers' learning, it would be remiss to not mention those models of staff development which are designed to train teachers in effective teaching behaviors as they are the primary models being implemented in most current staff development efforts even though research on teaching and learning have moved beyond to more complex notions of what it means to be an effective teacher. Madeline Hunter (1984) believes that teaching is an applied science derived from research on human learning and behavior. Hunter states that the teaching techniques which exemplify the science of teaching can be applied to all teaching and learning situations "...regardless of content, age, socioeconomic and ethnic characteristics of the learner" (p. 170). The underlying assumption here is that teachers are technicians whose primary aim should center on teaching for results and ignore the mental processes (Gibboney, 1987). Teachers are to guide all of their instruction through the use of a seven step plan which includes the anticipatory set, teaching to the objective, providing input, modeling the algorithmic patterns of the assignment, checking for understanding, and providing guided, independent practice, and closure (Hunter, 1984; Wolfe, 1987). Hunter uses this same seven step plan as an instructional model for teacher

workshops. This model seems similar to an earlier behavioristic staff development model developed by Joyce and Showers (1980) which includes presentation of knowledge, demonstration of teaching skills, practice of the skills, provision of feedback and coaching during application.

While Hunter claims that her scientifically based model will improve student achievement, she has not engaged in any studies of her model nor provided any scientific evidence supporting her claims (Gibboney, 1987). In addition, while she claims high student success rates, some studies are being released which indicate some problems for both teachers and students associated with this emphasis on teacher behaviors. After two years of intensive staff development, which included extensive feedback and coaching, Robbins and Wolfe (1987) report that student achievement data in reading and math dropped in the fourth year of the study for a California school district. Their explanation is that teachers had not internalized the Hunter techniques due to a discontinuation of coaching support. However, Stallings (1987) disagrees and feels that the teachers had adequate time to develop the teaching strategies but inadequate time to engage in self analysis and reflection. Stallings concludes that while that particular staff development project may have provided teachers more professional knowledge it did not promote or facilitate their momentum for growth. Additional problems with Hunter models of instruction and staff development models which promote them have surfaced in a study involving 200 teachers from Pennsylvania (Garman & Hazi, 1988). While some teachers and administrators who took part in these workshops were genuinely enthusiastic about their experiences,

more than two-thirds of the teachers expressed doubts, concerns, and even anger about their experiences which centered on being forced to adapt "proven" teaching techniques. They reported feeling that their ideas were secondary or worthless compared to research based instructional techniques and concerns regarding the standardization of the teaching profession.

Another study which was designed to look at the effects of instructional strategies on teachers' self perceptions of confidence in their teaching abilities also reports discouraging results (Guskey, 1986). After having participated in an inservice workshop on Mastery Learning, teachers, who learned and practiced effective teaching strategies, and whose students did achieve positive learning outcomes were at the same time feeling much less confidence in their teaching abilities. Guskey's interpretation of this is that, "Such a discovery is likely to have been a somewhat humbling experience. That is, to suddenly gain proof that you can do better could disrupt your confidence that you are as good as you can be" (p. 254).

Schiffer (1979) suggests that teachers' ingrained, traditional notions of subject matter, teaching and learning can only be superficially influenced by the presentation of new knowledge and that enduring change will require powerful resocialization efforts if the gap between old and new ways of thinking is to be bridged. Slavin notes that, "Education needs improved links between researchers, educators and policy makers to see that decisions are based on meaningful data, not the ideology of the moment" (Slavin, 1989, p. 58). Others suggest that staff developers need to provide teachers with

a variety of ways to think about teaching and learning, not just sets of rigid formulas for effective teacher behavior (Anderson, 1987; Stallings, 1987). Finally Gibboney (1987) notes that it must be noted that even the most well-formulated, highly organized staff development project will be ineffective unless teachers are encouraged to read, think, experiment, and talk about the ideas being presented and less emphasis is placed upon didactic instruction where teachers are passively learning about the mechanics of teaching.

Staff Development Which Promotes Conceptual Change

How is it that staff development efforts can promote and nurture new ways of thinking about reading and the teaching and learning of reading with particular groups of students? One way to think about this is to consider how to promote conceptual change through staff development. Based on their research on strategic reading, Duffy & Roehler (1988) indicate that new instructional strategies for reading are difficult to teach and learn because the many subtleties involved in the ways students learn and what and how teachers teach add to the complexities and difficulties in implementation. Anderson & Smith (1984) propose that learning new ways of thinking about science content and the teaching and learning of that content does not mean that one simply adds new knowledge to prior knowledge but that both teachers and students alike are asked to discard their customary, comfortable, often useful and successful notions in order to embrace innovative, complex, and often counterintuitive concepts. Another study focusing on teachers' and students' learning during a science

project designed to introduce new ways of thinking about science and the teaching and learning of science reports that,

It may be ... that the pedagogic strategies which the project wishes teachers to use in promoting conceptual change in students place conceptual demands on teachers themselves. Such changes in practice, which may require teachers to restructure their beliefs about teaching, learning and the nature of science can be as problematic, time consuming and personally threatening as the changes which we ask our students to make in restructuring their views of the world (Johnston, 1987, p. 37).

Strike and Posner (1985) have carried the notions of the process and evolutions of restructuring ideas into their research on conceptual change. They outline a theory of conceptual change learning which suggests that both problems and their solutions are informed by means of current conceptions and those current conceptions have a unique history. Like Toulmin, Strike and Posner perceive "rationality as having to do with the conditions under which a person is or should be willing to change his or her mind" (p. 211). They suggest four conditions necessary for conceptual change: 1) a dissatisfaction with the current conception, 2) a new conception must be minimally understood, 3) a new conception must seem plausible, and 4) a new conception must have potential for further inquiry (p. 213).

These conditions imply that learning is more than adding new knowledge to old knowledge; this learning implies changing prior conceptions. Posner, Strike, Hewson, & Gertzog (1982) call this kind of learning, conceptual change. While the majority of research on conceptual change learning has been used to research students' misconceptions in science (Eaton, Anderson, & Smith, 1983; Roth 1986), there are a few instances when the conceptual change theory has been

used as a framework to promote and study teacher learning, although not all were accomplished within staff development structures.

A study of prospective teachers' conceptions of teaching and learning before and after an introductory education course has revealed that students' report substantial changes in the notions they have about teaching and learning. By attending a seminar in which they are engaged in reading, discussions, debates, group activities, observations, reflective writing, and the construction of case studies designed to address their preconceptions and promote conceptual change, students were able to move beyond the simplistic and stereotypic notions that teaching is telling and learning is listening to what the teacher says to perspectives on teaching and learning that were both more realistic and complex (Feiman-Nemser, McDiarmid, Melnick & Parker, 1987).

A study of the ways in which one practicing teacher changed her mathematics instruction from a computational to a conceptual orientation was documented by Madsen-Nason & Lanier (1986). As a result of classroom consultations and participating in a seminar where teachers and researchers read, thought, talked about and investigated possible interventions for ninth-grade general mathematics students, Nason & Lanier note that concomitant with an evolving conception of mathematics, this teacher's instructional dialogue moved from one of direction-giving to dialogue with students about mathematical processes. In addition, the classroom environment changed from mathematics as mass production to mathematics as the development of mathematical thinking and understanding.

The writings of Maja Apelman reveal the conceptual change teachers experience as they engage in seminars designed to explore elementary, scientific ideas. She illustrates the importance of the teacher's role in establishing a climate of inquiry when she describes the professors' announcement that learning is questioning, going beyond and sometimes incorporating common sense notions; that learning is like reorganizing ... 'the furniture of the mind when a new idea has to be accommodated to an old way of thinking that no longer works'; that learning is 'not whether peoples' ideas are right or wrong, but in what their ideas are ...how people think' (1985, p. 53). Apelman (n.d.) delineates between the teacher, as instructor, who tells students what to do and understand and the teacher, as facilitator, who nurtures inquiry and helps students keep track of their own questions. She describes stages of conceptual change when teachers are not far enough along in their understanding to question their own thinking and misconceptions and the "taking-in" period when an intimate interaction between the observer and the observed brings about answers to a learner's questions. Apelman suggests that conceptual change learning requires the establishment of a community of inquiry, an understanding that learning is a gradual process, and a teacher who understands the teaching role as a facilitator rather than an instructor.

These past three examples of conceptual change learning suggest that both prospective and practicing teachers in a variety of learning situations can experience conceptual change. Other research speaks of the difficulties involved in teaching for conceptual change and yet is

not explicit about how they teach teachers to teach for conceptual change (for example, see: Roth, Anderson & Smith, 1986; Johnston, 1987; Roehler & Reinken, 1989). While it might seem that conceptual change learning could be a part of most any setting, an examination of particular staff development models and their underlying assumptions could reveal how some models might be more nurturing of conceptual change than others. In addition, it is important to note that staff development models which challenge, support and sustain teacher learning do not necessarily have to promote conceptual change but can also expand teachers' subject matter knowledge, provide instances for practicing and refining instructional techniques, opportunities for collegial exchange.

Staff Development Models Which Support Teacher Learning

Teachers' Centers. Teachers' centers are both a place where teachers can gather to exchange ideas, learn new skills and ways of thinking about teaching and learning in schools, and have access to material and human resources they can adapt for their own teaching practice and a concept which demonstrates the value of teachers becoming actively involved in determining their own needs and their own learning (Zigarmi, 1979). While there are many types of organizational structures used for teachers centers, Feiman (1977) has stated that it is not the organizational structure which differentiates one teacher center from another but rather its assumptions about teachers, teacher learning, who should control their learning and how they can be helped to improve their own practice. Behavioral types of teachers' centers focus on the

improvement of teaching behaviors, humanistic centers focus on collegial exchange and support and developmental centers focus on helping teachers gain new understandings of their classrooms by reflecting on their teaching and their students' learning. Teachers' centers sponsor activities for all teachers in their local area which fall into five categories:

1. providing teachers with access to resources;
2. helping teachers get together to work on common problems;
3. helping teachers learn more about how children learn;
4. helping teachers acquire skills in curriculum development and implementation;
5. involving other groups--administrators, university faculty members, parents, and community members--in the program of the center (Zigarmi, 1979).

Devaney (1977) has stated that warmth, concreteness, time, and thought are the enabling conditions present in teachers' centers which believe that teachers are more than technicians and that their potential for growth needs to be nurtured and sustained in an environment which is both responsive and nonjudgmental. The primary goal is for teachers to develop critical thinking habits about their own teaching practice (Bussis, Chittenden, & Amarel, 1976). Teachers' centers not only help teachers experience their own learning but also help keep alive visions of teaching (Feiman, 1977; Feiman-Nemser, 1983). Teachers' centers have continued to gain in popularity since they were first introduced in the United States during the 1970's and it is felt that they will become even more popular and powerful as teachers become more assertive about their autonomy (Loucks-Horsley, et al., 1987; Orlich, 1989).

Teachers' Networks. Networks are professional communities of learners (educators at all different levels, teachers and

administrators, within and outside local communities) organized around a common theme or purpose (Loucks-Horsley, et al., 1987). Networks seek to promote intellectual renewal, engage teachers in the implementation of reform and provide opportunities and resources needed to assist educators in speaking to their local educational concerns and problems. Networks are loosely structured, are often formed spontaneously and are defined by patterns of interaction and information exchange which lead to other human interactions. They are another response to the perception that students and teaching cannot be standardized and models of staff development that have not perceived teachers as full and active partners in determining their own education and the education of their students (Lord, 1989). It is felt that networks provide a broadened framework for staff development efforts in that they can speak to both individual and organizational needs, interests and requirements. Little (1989) states that networks will succeed in part because they will overcome the following disadvantages of the prominent paradigms of professional development: 1) a narrow focus on the improvement of teacher behaviors, 2) a centralization of resources and activities for institutional concerns rather than teachers, 3) standardized, pre-packaged training programs delivered by outside experts, 4) low individual or collective "opportunities to learn" , and 5) the absence of a professional development policy.

Summary of Chapter II

The literature review in this chapter was organized around the two aims of this research: 1) to investigate teachers' evolving

conceptions of reading and the teaching and learning of reading with Chapter I students, and 2) to investigate the circumstances or types of staff development which support teacher learning.

Various terminology have been used to describe teachers' conceptions even though most research on teachers' conceptions has related to the content of teachers' thinking. Based on research and for the purposes of this dissertation, teachers' conceptions are defined as teachers' theoretical and practical knowledge, beliefs, and attitudes that have been and continue to be individually and collectively constructed through a variety of personal experiences.

Research suggests that even though teachers' conceptions of reading are fluid, they remain primarily attached to the understandings that reading is a set of skills to be mastered, that reading comprehension means answering teachers' questions, and that reading tasks require skill sheets and workbook pages. More recently, research suggests a strong relationship between teachers' conceptions of reading, their instructional talk, and students' conceptions of reading. In addition, an investigation of the connections between teachers' knowledge structures and their instructional performance suggests that teachers whose knowledge structures are both coherent and well organized are more effective during their instructional performance.

The literature review related to teachers' conceptions of Chapter I students focused on teachers' instructional practices associated with low achieving students. The perceptions that low achieving students are handicapped have persisted. These perceptions have both

manifested themselves in and been perpetuated by classroom practice. Studies on the organizational arrangements of reading instruction reveal that low achieving students spend much of their time during reading instruction learning how to behave rather than read. The environments for reading instruction were also found wanting.

The final section of this literature review centered on staff development models which were designed to support teacher learning. Many staff development programs continue to focus on training teachers to implement particular behaviors, curricular mandates, or national and state policies. Those which have focused on teaching effective teaching behaviors have often claimed improved student achievement test scores. However, teachers often reported feeling less confident in their teaching abilities. It has been suggested that teachers' ingrained notions of teaching and learning in schools will require even more powerful staff development models. Those educators who promote conceptual change theory as an instructional model which would support as well as challenge teacher learning realize the tremendous changes in thinking we are asking teachers to accomplish. Teacher' centers and networking were described as two types of staff development models that support teacher learning.

CHAPTER III

THE BACKGROUND OF THE STUDY

The Summer Enrichment Institute (SEI) was an enrichment experience focused on learning outcomes for elementary Chapter I students and a staff development opportunity focused on learning outcomes for teachers and instructional leaders. The Institute was unique as the goals were designed to promote learning for all participants. It was a unique opportunity to examine teacher learning within a staff development project because the goals explicitly focused on teacher learning and the instructional model employed during the teachers' seminars was designed to promote those goals. In addition, a variety of learning opportunities within this intensive two week Summer Institute (seminars, school team meetings, and instructional practice sessions with the Chapter I students) and a year long follow-up program for all participants and individual school teams all combined to make this staff development project a particularly worthwhile case to investigate. All elements will be discussed fully within Chapter III.

The Summer Enrichment Institute (SEI), Phase I and Phase II, provided the context for this study. Phase I was a two week enrichment Institute and Phase II was the subsequent school year. The following description of the SEI will provide the background

information needed to interpret the rationale of the design and methodology (Chapter Four), the analysis of the data (Chapters Five and Six), and the conclusions and implications (Chapter Seven).

The SEI was co-sponsored by Michigan State University (MSU), College of Education, and the State of Michigan Department of Education (SMDE), Titled Services Division. The Institute and the follow-up program included the following staff members: Director, Dr. Laura Roehler, Michigan State University; Student Life Coordinator, Dr. Gerald Jennings, Berrien Springs Public Schools; Reading Professor, Dr. Gerald Duffy, Michigan State University; Mathematics Professor, Dr. Perry Lanier, Michigan State University; Educational Leadership Consultant, Dr. Larry Lezotte, Michigan State University.

The SEI staff development model contained several factors that other models have found to be effective and yet there are many components unique to this model. This chapter will describe all components of the staff development model including: the goals, the participants, the contextual factors, the underlying assumptions regarding the nature of knowledge, teaching and learning, the content, and the interactive instructional model.

Goals

The primary goal of the Institute was to promote self regulated learning in all participants (teachers, instructional leaders, and students). More specific to the staff development component, the goal was that teachers and instructional leaders would gain control of their own learning. As these teachers and instructional leaders were responsible for instructing Chapter I students, the focus of the

Institute was to promote this self regulated learning in its participants by engaging them in problem solving activities related to reading/reading instruction and math/math instruction during interactive seminars.¹ These goals are unique in that most staff development efforts are either focused on organizational and curricular changes or on improving student achievement test scores and teacher learning is given negligible, if any, attention. This dilemma about who should be the primary beneficiary of staff development programs has been the subject of many debates (Hutson, 1981; Oja & Sprinthall, 1978; Schiffer, 1979). However, the SEI goals were constructed to meet the learning needs of all participants. (See Appendix A for MSU and SMDE letters of intent and See Appendix B for Course Description, Goals, and Activities).

Participants

Staff development literature indicates that school-based efforts (Hutson, 1981; Korinek, Schmid & McAdams, 1985), participating principals (Barth, 1990), district support (McLaughlin & Marsh, 1978),

¹ As mentioned previously, while students and instructional leaders were an integral part of the SEI, this study will focus primarily on teacher learning. In addition, while teachers and instructional leaders attended seminars in reading and mathematics, teachers' perceptions of their understandings of reading and reading instruction were the focus of this research. These decisions were in no way intended to reflect that the deleted factors were less important. The decisions were based totally on the researcher's interests and the necessity to limit the research.

opportunity for guided practice (Joyce & Showers, 1982) and continuous professional interaction among peers (Little, 1982) are critical factors in the success of any staff development effort. With these factors in mind, the co-sponsors invited ten school teams to participate in the Institute. Each school team was comprised of ten Chapter I students, one instructional leader (principal, Chapter I supervisor, or curriculum coordinator) and two teachers who would be working together during the next school year. These school teams were supported by their local school district with both financial and institutional backing.² The teams formed a basis from which participants were able to make decisions about how what they were learning would be applicable to their own schools and students. They were also designed to give teachers and instructional leaders an opportunity to work together as they practiced some of the new strategies they were learning. Finally, the formation of school teams helped to establish a community of learners and hence the collegial support (both moral and intellectual) that is missing in many school settings. These school teams were intended to provide the ongoing support for continued learning efforts during Phase II.

² The Institute was actually co-funded by the local school districts and the State of Michigan. Local school districts were allowed to charge their costs to the federally funded Chapter I programs or the state funded Article 3 programs.

Contextual Factors

Setting

Research on staff development has shown that the local school site is often an advantageous setting as it reflects a certain "job-embeddedness" and practicality factor (Hutson, 1981). However, one of the unique features of an Institute is that it is usually held away from the ordinary contexts of teaching so that participants can focus on themselves as learners (Loucks-Horsely, et al., 1987). During Phase I, all participants came to the Michigan State University campus so that they could concentrate on the Institute's instructional and enrichment activities. All participants stayed in one of the residence halls, which not only had sleeping facilities, but classrooms, an auditorium, a cafeteria, and recreational facilities. Subsequently, all instruction, meals, sleeping, talking and many of the enrichment activities took place in this campus environment. Additional Michigan State campus facilities were made available to all SEI participants, including the planetarium, farm, dairy, libraries, museums, gardens, gymnasiums, swimming pools, etc. Phase II took place in the participant's local school district, particular school, and particular classroom.

Timing

Institutes are normally intensive learning experiences, focusing on substantive and often innovative content and instructional practices that require from one to three weeks for teachers to adequately assimilate (Loucks-Horsley, et al., 1987). The SEI began with a concentrated two week summer session (Phase I) and continued

throughout the next academic year (Phase II). Phase I of the Institute was held during the summer so that the students, teachers, and instructional leaders could spend two weeks together, apart from the normal school year pressures and constraints. Teachers and instructional leaders arrived on Friday morning for a three day seminar before the students arrived. Students arrived later that Sunday afternoon. All participants stayed on campus throughout the two week Institute.

During the following school year (Phase II), instructional leaders, teachers and students continued to work, in their own schools and classrooms, on what they had learned during Phase I. The Institute continued in three ways during Phase II. First, whole day professional development sessions for teachers and instructional leaders, which focused on reading, were provided by SEI instructional staff, one each semester during the school day. Second, instructional leaders met once each month for one-half day, to further develop their instructional leadership skills and their understandings of reading instruction. It was intended that the instructional leader would share what they were learning within the SEI team meetings at their particular school. Third, SEI instructional staff also visited each teacher and instructional leader at their local school and classroom setting during the next school year. Every school/classroom was visited at least once; some schools/classrooms were visited two and three times. The number of visits depended on timing of visitation schedules, invitations to special programs, and an indication of teachers' need.

The Daily Schedule

The first three days of the instructional seminar for teachers and instructional leaders, during Phase I, were full days from 8:30 a.m. to 3:30 p.m. After the students arrived, each day the teachers and instructional leaders attended two instructional seminars: one which focused on reading, from 8:00 to 9:00 a.m. and one which focused on math, from 3:00 p.m. to 4:00 p.m. Teachers and instructional leaders also had two times during the school day when they were able to practice implementing what they were learning in individual classrooms with their students. These sessions were either right before or after their own instructional seminars and were one hour in duration. All evenings and the middle weekend were free for teachers and instructional leaders.³ For a complete schedule listing for all participants. (See Appendix C for daily SEI schedule).

Instructional Content and Schedule

Reading As Inquiry and Process

The reading seminar focused on reading as a process of inquiry and sense making and text as representing the thinking of real people. Reading skills were conceptualized as fix-it or problem

³ Supervision for the Chapter I students was the primary responsibility of the teachers and instructional leaders from the school's home district. However, a staff of undergraduate college students, who were at the intern level in their teacher education program, served as counselors for the student participants and provided supervision in the dormitories, as well as during recreational and enrichment activities.

solving strategies which can be used to make sense of text. Reading instruction was cast as a co-mediated process between teacher and student during which the teacher scaffolds instruction so that the student gradually assumes the role of the self-regulated learner. (For a more detailed description of the current conception of reading and reading instruction see Chapter II, p. 44 to 46). A descriptive account of these reading seminars which includes the topics of inquiry and the order in which they occurred follows. This descriptive account is based on fieldnotes taken during the seminars and informal interviews with the SEI instructional staff. The first three days were one-half day seminar sessions. These were conducted before students arrived.

Day 1: What is teaching? What is learning? What is reading? What are curricular outcomes that reflect our views of teaching and learning?

The content of the first day focused on how learning occurs and what stimulates learning. Together the SEI professor and the SEI participants discussed those topics and constructed this definition of learning: "Learning -- interpreting (restructuring) experiences in terms of what makes sense in light of prior knowledge." From this working definition participants explored the role of the teacher during instruction and arrived at this definition of instruction: "Instruction-- manipulating the environment by creating experiences which kids will interpret (restructure) in ways consistent with curricular outcomes". Subsequently, participants began to explore the current conception of reading and possible curricular outcomes that would be consistent with that conception. Reading was

characterized as constructing meaning from text, understanding text, a communication of ideas from person to person, information giving, a purposive activity, a process of sense making, and a process of message sending and message receiving. Consistent with those characterizations of reading, appropriate curricular outcomes were such that students would perceive reading as a sense making process with the potential to be informative, useful, interesting, intriguing, recreational, fun, necessary, real, and important. Participants compared these ways of knowing reading and the teaching and learning of reading with their prior conceptions. In addition, they discussed how beneficial these new ways of thinking would be to Chapter I students, who often understand reading as a mastery skills and their competence in reading as a low score on an achievement test.

Day 2: What constitutes a challenging and supporting learning environment for students learning to read?

The second seminar session was devoted to a consideration of the kind of classroom learning environment that both challenges and supports students as readers. A productive learning environment for reading was referred to as a literate environment (Duffy & Roehler, 1986). The participants, under the guidance of the SEI instructor, defined the literate environment as, "an environment in which teachers create experiences (including the provision of materials and the manipulation of time and space in the classroom) for their students so that students and teachers can interact around meaningful and real reading and writing experiences". During the seminar,

teachers and instructional leaders discussed ways to create a literate environment which was consistent with the meanings they had constructed for learning, instruction, reading and productive curricular outcomes. School teams compiled a list of possible experiences and resources needed to create such an environment in their own particular school setting and all school teams shared their ideas. (See Appendix B for course activities).

Day 3: What constitutes appropriate curricular objectives within the reading curriculum?

The focus of the third seminar was the reading curriculum. While many teachers used a basal text in their local school district, it was intended that teachers learn how to use the basal reading series as a resource and not as the total curriculum. Instead a curriculum would be comprised of content, process, and attitude objectives which could be based on their students' needs, suggestions from the basal teacher's guide, teachers' knowledge of the reading process, and local and state educational objectives. The literate environment would serve as the setting and resources necessary to realize those objectives.

The teachers, instructional leaders, and the SEI instructor constructed the following definitions of content, process, and attitude objectives. Content objectives addressed the new knowledge, content, or subject matter to be gained from the text. Process objectives addressed the strategic processes, the fix-it or problem solving strategies needed by the student to gain access to the knowledge embedded in text. Finally, attitude objectives are those

which address what function is related to the reading activity. For example, the attitude objective may be related to reading for purposes of recreation, information, or necessity. The importance of teaching to an objective was stressed and participants practiced making decisions about which objectives were most important to teach as well as formulating objectives frequently throughout the two week seminar so that their instruction would be more purposeful.

Days 4 - 9: Which instructional model promotes self-regulated learning?

After a review of the literate environment and curricular objectives, participants spent the next several sessions learning about the rationale and components of an interactive model of instruction, designed by Gerry Duffy and Laura Roehler (1986) and taken from their text, "Improving Classroom Reading Instruction: A Decision-Making Approach". Teachers read portions of this text (which was in press at the time) for background knowledge. Teachers were taught to think about the traditional mode of question asking and answer seeking during reading instruction as a form of assessment and not as a form of reading strategies instruction. Teachers were also taught to recast basic skills instruction as problem solving or fix-it strategies to use when a blockage in reading text occurs. The "Model of Instructional Sequence" guided teachers through an interactive process of teaching and learning. It was designed to help students gain control of the reading process. It provided a framework for teachers as they assessed which reading skills to present as problem solving strategies and what materials were

appropriate for assisting the students in the practice of those skills. Other aspects of the instructional model taught to teachers were the presentation of the strategy, the interaction between the teacher and student, and the application of the skill. A description of each element from the instructional model will follow. (See Appendix D for The Instructional Sequence Model).

The Instructional Sequence Model

First, the teacher assesses which problem the students are having as they read and determines which skills the students need. The teacher then determines how those skills can be translated into a strategic problem solving process that learners can apply flexibly as they read. After selecting materials and activities that require the use of strategic skills, the teacher thinks about the mental steps involved while using this strategy. A decision is made as to how to explain the mental process to the students. The actual presentation to students includes not only a description of the strategy but an explicit explanation about why, when and how it is used (Roehler & Duffy, 1986). In addition, the teacher models the mental processes that the student can access to solve the reading problem. After the teacher represents the problem situation and possible strategies to solve that problem, teacher and students interact or carry on a dialogue about those processes. This interactive phase is critical to the students' internalization of the process as well as provides the teacher with an opportunity to discover whether or not the students have gained a correct understanding of how, when, and why the process is used. During this interaction, teachers and students

do not engage in a traditional question and answer exchange but rather engage in a dialogue about the problem solving process and how it should be used. As the teacher begins to give students the opportunity to verbalize the use of the skill, students first try it with the help of the teacher. If students do not understand the process, the teacher re-explains, clarifies the misconceptions and continues to support students as needed. The teacher knows when to engage in this re-explanation, clarification, and support through dialogue. When students demonstrate that they understand the process, teachers provide them with opportunities for application. Specifically, teachers provide students opportunities to read real text which calls for the use of the strategies. This guided practice may require that teachers go through aspects of the instructional sequence again in order to support student learning. While the instructional model is illustrated in a linear fashion, it is not intended to suggest that teachers begin at the top and proceed without thought or change until the end. Instead the instructional model is intended to be used flexibly until students gain control over their own learning and read independently until students become self regulated learners. This notion of scaffolded instruction allows the teacher to give students as much assistance as needed until they are aware of and can accurately apply problem solving strategies on their own.

Teachers and instructional leaders (school teams) continued to work on various aspects of the instructional model over the two week summer session, especially the subtleties of the interactive phase,

such as the difference between interaction and the traditional question and answer mode, listening to students, responding appropriately without telling students too much and controlling response opportunities. Additional time was spent on the importance of problem solving, students' failure strategies, integrating the writing process into reading instruction, the function of school teams and maintaining teacher learning through professional interaction.

The Staff Development Instructional Model

The Underlying Assumptions regarding the Nature of Knowledge, Teaching, and Learning

The knowledge gained by the teachers and instructional leaders was not considered as an end in itself but rather a heuristic. Initially, participants struggled with the conceptual knowledge of reading. From these discussions, teachers came to think of reading as a process and tool to be used for the exploration and organization of ideas rather than an end product. In addition, after an examination of the procedural knowledge embodied in the reading process, teachers thought of reading instruction and learning to read as a form of problem solving. Newly discovered knowledge posed more questions and led to further exploration. Knowledge was not envisioned as an isolated skill to be memorized in a short amount of time but a gradual, often subtle, understanding gained over time.

Knowledge was also viewed as co-constructed. This conception of knowledge acquisition came from the social constructivist position and the works of L.S. Vygotsky (1978), who reasoned that knowledge is

first formed on a social level before it is internalized within. He envisioned this formation as a passage between the interpsychological plane, interaction between people, and the intrapsychological plane, interaction with ones self or internalization (Wertsch, 1985).

Knowledge was not conceptualized as being outside the control of the learner or coming from an outside authority, be it an educational researcher, teacher's guide, or a model of instruction. Rather, knowledge was co-constructed and both the SEI instructional staff and teachers were actively engaged. The SEI instructional staff engaged in instructional strategies which assisted the teacher as they constructed their own knowledge. This co-constructed conception of knowledge was extremely important to the SEI staff development model because it ultimately related to the notion of self-regulation, teachers gaining control over their own learning. During the SEI, the SEI professors provided instruction which facilitated the construction of teacher knowledge about reading and reading instruction.

Since knowledge was conceptualized as co-constructed, perspectives on teaching and learning were also another important feature of the SEI staff development model. Vygotsky envisioned the teaching/learning process as a tightly interwoven, interactive process and used the Russian word, "obuchenie" (for which we have no counterpart) to emphasize the interrelatedness between the two (Wertsch, 1985). He believed that it was through the dialogue between teacher and student that control of knowledge was released to the learner. From this perspective, teaching is not characterized as

something done to students, or in terms of staff development, something done to teachers. Rather, teaching incorporates dialogue, a true exchange of ideas. Dialogue does not represent the traditional mode of question and answer responses since this represents teachers as the active agent controlling the information and students as passive agents reproducing the information as presented. In the SEI staff development model, the discussions about reading and the teaching and learning of reading were executed in an interactive fashion. SEI professors, teachers and instructional leaders were all active agents during the teaching/learning sessions; each brought his/her expertise and experience to each learning activity.

The Instructional Model

The instructional model used with the SEI teachers and instructional leaders was a critical component of the reading seminars. Careful attention was given to the construction of this model, by the reading instructor, Dr. Gerald Duffy, which incorporated many of the same components used in the interactive model of instruction the teachers were learning to use during reading instruction. This was done not only so that teachers would get a sense how these new ways of thinking about reading and the teaching and learning of reading would translate into practice, but also because the goal for all participants were the same: self-regulated learning. The eight components of the "Instructional Model for Continued Teacher Growth" include: 1) awareness, 2) presentation, 3) modeling, 4) interaction, 5) guided and independent practice, 6)

feedback and coaching, 7) implementation, and 8) continued long range challenge and support. While not listed as a component of the model, it is important to keep in mind that the foundation for this model is the view that teaching and learning are interactive processes during which knowledge is co-constructed by teacher and student. All components were designed to promote self-regulated learning and support teachers as they constructed new ways of thinking about subject matter.

Awareness. This instructional phase focused in on the importance of helping teachers recognize and begin to reflect on their prior conceptions of reading and the teaching and learning of reading with Chapter I students. Teacher education literature recognizes that teachers' prior conceptions play a critical role in their future learning and that often times these prior conceptions constrain future learning (Anderson, 1989; Ball, 1988; Duffy & Roehler, 1986; Palincsar, 1986; Roth, Anderson & Smith, 1986). SEI teachers were challenged to think about the ways in which they had experienced, thought of, and taught the concepts about to be considered. They discussed the nature of knowledge, teaching and learning, reading, and Chapter I students by addressing such critical problems and questions as: What is reading? What problems do students have in learning to read? How do teachers help students address those problems? How can teachers create optimal learning environments which help students understand and value the reading process in real life situations? What is the teacher's instructional role? What is the student's role in learning?

Presentation. The presentation of new knowledge did not mean that teachers were told what to learn on their own. The purpose was to introduce new knowledge in an explicit manner, modeling the explanation process in the same way as presented in the research on explicit explanation (Roehler & Duffy, et al., 1986; 1987). In other words, the aim was to introduce information that developed an awareness within the teacher of what was to be learned, why it was important to learn, how and when it might be used. This presentation of conceptual, procedural, as well as conditional knowledge centered on real-life problem solving situations during reading instruction.

Modeling. As a continuation of the presentation process, the SEI professors continued to provide information to the teachers by showing how it was used. However, this modeling went beyond the demonstration of how something was done. Modeling, or thinking aloud, included making thought processes audible while working through a problem solving strategy or thinking about a new concept. This thinking aloud emphasized the what, where, when and why. Applebee and Langer (1983) have noted that modeling helps the student see additional, appropriate ways to approach a new task and think about new learning. Modeling was not only seen as a way to provide further information but also as a way for the SEI teachers to support the teachers' learning. During the SEI, professors not only modeled how problem solving strategies could be used but also modeled the different strategies included in the model of instructional sequence.

Interaction. Up to this point, the SEI professor had intentionally controlled the lesson, the knowledge being considered.

However, the interactive stage is intended to support learners as they begin to internalize or gain some control of the new knowledge being encountered (Gavelek, 1986; Wertsch, 1985). It is intended that a teacher and a learner (in this case the professor and the practicing teacher) engage in dialogue about the new learning, a conversation about ideas. Interaction between the SEI professors and teachers, regarding the concepts and problem solving strategies, happened frequently each day. Professors not only stimulated discussions during the seminar but made several attempts to dialogue with each school team before, during, and after each instructional session. The professor also encouraged dialogue between team members and across school teams. It is important to note here that the dialogue between professors, teachers and team members was not solely for the purpose of moral support, although that was also necessary. The dialogue or interactive phase was an exchange of ideas and a time for all persons involved to talk about how they were thinking about the problems and ideas being considered. It was also a time for the professor to listen to the teacher's response and make a decision to respond in a supportive or corrective manner (Duffy & Roehler, 1987). If the teacher's response was incorrect, the professor had to re-explain or clarify, possibly going through the all or portions of the awareness, presentation and modeling processes again.

Guided and Independent Practice. One of the unique characteristics of this staff development design was that the Chapter I students attending the SEI were the students that the teachers and instructional leaders would be working with the following school year.

Research has shown that teachers, like other adult learners, need instruction that not only addresses their needs in the workplace and also a time to practice implementing new ideas (Knowles, 1984; Oja, 1980; Orlich, 1989). Each day, there were instructional times scheduled for teachers, instructional leaders and their students. It was during those times that teachers and instructional leaders were able to work with the students, trying out the new strategies and conceptual understandings that they had seen as applicable to their students' needs. These practice sessions were guided by instructional leaders or the SEI professor.

Feedback and Coaching. "Continuous professional development appears to be most surely and thoroughly achieved when: teachers engage in frequent, continuous, and increasingly concrete and precise talk about teaching practice" (Little, 1982, p. 331). Feedback sessions took place several times each day between the teachers, instructional leaders and SEI professors. Many instructional practice sessions were taped. After some classes, students were interviewed about the content of the lesson, why it was learned and when it would be used. In this way, school teams were enabled to reflect on the effectiveness of the lesson and plan what they wanted to concentrate on during the next instructional session.

Coaching, another form of feedback, was also included in the SEI instructional model. Coaching concentrates on providing companionship, technical feedback and analyzing the application for the purposes of adapting innovative teaching strategies to students and personal style. Joyce and Showers (1982) have stated that, "when

the coaching component is added and implemented effectively, most (probably nearly all) teachers will begin to transfer the new model into their active repertoire" (p. 5). Coaching was intended for use during both Phase I and Phase II. During Phase I coaching was accomplished between teachers, instructional leaders and SEI professors. During Phase II, teachers and instructional leaders were responsible for continuing the coaching process. It is important to note here that the emphasis on both feedback and coaching was for continued learning rather than for evaluation purposes.

Implementation or Independent Practice. Teachers were given multiple opportunities during Phase I of the Institute to practice using the new understandings they had gained with Chapter I students during their mini-teaching sessions. At various times they taught as school teams, as teacher teams and by themselves. During Phase II, teachers were expected to continue learning, practicing, and implementing as many of the strategies as they could. While teachers would most likely be continuing these efforts in their own rooms, the school teams were designed that so these implementation efforts would not be a isolated experience.

Continued Long Range Support. Continued long range support was mainly the responsibility of the local instructional leader (principal or reading consultant) who had attended Phase I of the SEI. It was planned that instructional leaders would frequently visit each teacher's room and also call regular SEI team meetings so that the professional interaction would continue. Teachers and instructional leaders also attended two additional seminars during the year and the

SEI professors visited each classroom two times. Other intellectual and moral support was expected to be obtained between the SEI teachers themselves.

Summary

In summary, this staff development model had many features which addressed the complexities of teaching and learning and reflected a respect for the teacher as learner. The eight components of the "Instructional Model for Continued Teacher Growth", along with the goal of self-regulation and the conceptions of knowledge, teaching, and learning which formed the conceptual foundation for that instructional model, were all seen as critical factors to enable teacher learning. While these factors were seen as critical to a staff development model which acknowledged the teacher as an active learner, they were not seen as a panacea, a guarantee that every teacher who attended the SEI would leave with a deep understanding of the reading process and the ways in which interactive reading instruction could foster that understanding. There were several unknowns. What knowledge, beliefs, attitudes, and ways of behaving would teachers bring to the SEI? What contextual factors of the SEI would influence what teachers were able and willing to learn? What contextual factors in their local school settings would influence what they were able and willing to learn? An understanding that these unknowns would influence teachers' learning during Phase I and Phase II of the Institute made it especially important to pay attention to the design of the staff development model.

CHAPTER IV

DESIGN AND METHODOLOGY

This study was designed to investigate teacher learning within a particular staff development project that occurred in two phases during a one year period. Chapter four provides a rationale and description of the research design and methodological procedures used in this dissertation. First, the research questions which guide this dissertation are introduced. Second, a description of and a rationale for the research design are presented. Third, a description of the participants in the study and the selection procedures are introduced. Fourth, the data collection instruments and procedures utilized are described. Fifth, analytical procedures used are characterized. Sixth, the limitations of this research are discussed.¹

Research Questions

The research questions guiding this study focused on a particular staff development model and teacher learning within that model. The

¹ Because the background of the study is multidimensional and critical to an understanding of the rationale for this particular research design, it has been previously described in Chapter Three.

first set of questions in this study centered on teacher learning within Phase I and Phase II of the Summer Enrichment Institute (SEI).

1. What are the teachers' conceptions of reading and the teaching and learning of reading with Chapter I students before the SEI?
2. In what ways do those prior conceptions of reading and the teaching and learning of reading with Chapter I students change during Phase I and Phase II of the SEI?

A second set of questions focused on the staff development model, particularly factors within that model which teachers perceived as either facilitating or constraining their learning.

1. What factors of the SEI staff development model do the teachers report as facilitating or constraining their learning during Phase I and Phase II?
2. In what ways are the facilitating and constraining factors in Phase I similar to or different from those facilitating and constraining factors in Phase II?

Research Design

This study can be characterized as a descriptive study which employed structured questionnaires (open and closed form), and personal interviews. The descriptive research method was selected as the most suitable for this study because the intent of the research questions was to determine, measure, and describe the procedures and conditions of an existing situation and answer questions regarding the subjects of the situation (Gay, 1987). In this study there were two primary lines of investigation: teacher learning and the learning experience that promoted this teacher learning. Based on these two lines of investigation, one purpose was to determine and describe teachers' evolving conceptions of reading and the teaching and learning of reading with Chapter I students within Phase I and Phase II

of the Summer Enrichment Institute (SEI). The second purpose was to determine, measure, and describe facilitating and constraining factors within the Phase I and Phase II of the SEI. These descriptions and measures will serve to inform teacher educators about the critical components of staff development models which promote teacher learning as well as highlight what ways of knowing teachers brought with them and were able to learn during a particular staff development project.

Participants in the Study and Selection Procedures

The SEI participants represented ten individual school teams from nine rural school districts within a specific geographic area in Michigan. These school teams included two teachers, one instructional leader and ten Chapter I students, fifth through seventh grade. In total, twenty teachers, ten instructional leaders and one hundred Chapter I students, representing both elementary and middle schools, attended the Institute. However, for this particular study, the participants studied were the 20 teachers. This is not to say that the learning of the other participants was not worthy of study, but the interests of the researcher in teacher learning and the necessity to limit the study influenced a final decision to focus on the teachers' learning.

School Selection

The State of Michigan Department of Education, Titled Services Division, offered the SEI opportunity to ten rural school districts who qualified for Chapter I funding because of the large number of low-income families represented in their districts. All school

districts were within a 50 mile radius. Schools had to agree to send school teams and pay an enrollment fee, an approvable Chapter I expenditure, for less than half the project cost per pupil. The final selection included nine school districts, with one district sending teams from two different elementary schools.

Teacher Selection

Instructional leaders and central office administration from the nine school districts selected the teachers on the basis that they would be working directly with fifth, sixth, and seventh grade Chapter I students during the next school year. The teachers' participation was voluntary. The twenty teachers, seventeen female and three male, represented both regular classroom teachers and Chapter I teachers. There were fifteen regular classroom teachers and five Chapter I teachers. There were four regular classroom teachers who were first-year classroom teachers and sixteen teachers, both regular classroom and Chapter I, who had taught four years and over. All teachers received the same instructional treatment. The original intent was for each school to send a team of one instructional leader and two teachers. Seven school teams did represent the intended configuration. Three school teams did not fit the intended configuration. One team was represented by the instructional leader and teacher from one school and the second teacher from a different school. The other two teams were comprised of an instructional leader and two teachers each from different buildings.

The teachers' participation was voluntary. They agreed to participate in the two-week Institute at Michigan State University (Phase I) and the one-year follow up activities (Phase II). Teachers received a modest stipend, plus room and board, and an opportunity to receive college credit. All teachers participated during Phase I. During Phase II, eighteen teachers participated. One teacher dropped out due to serious injuries and one teacher was transferred.

Data Collection Instruments and Procedures

The primary tools used to collect data during Phase I and Phase II of the SEI were participant observation, structured questionnaires (both open and closed form) and personal interviews. The questionnaires and interviews were not only an attempt to investigate the research questions but were also used as opportunities to assess various aspects of the Institute. The questionnaires and the interview were strategically spaced and designed so that they provided opportunities for the respondents to reflect upon what they were learning and thinking during Phase I and Phase II. The following sections detail the instrumentation, rationale and procedures used throughout the year-long Institute in chronological order. The sections are: a) Pre-SEI Questionnaire, b) Participant Observation during Phase I, c) Post Phase I Questionnaire, d) Personal interviews mid-way into Phase II, and e) Post Phase II questionnaire. All questionnaires were coded by a birthdate code which was agreed upon by all participants just before administering the first questionnaire. The final questionnaire also included a place for the participant's name. While this method did not insure anonymity with the researcher,

confidentially was insured among all SEI participants. Ultimately, anonymity in reporting was guaranteed through the use of pseudonyms. All questionnaires and interview protocols are found in Appendix E.

Pre-SEI Questionnaire

The Pre-SEI questionnaire was administered directly to all teachers and instructional leaders on the first day of the Institute before classes began. (See Appendix E). While some researchers state that a closed form or pre-structured format facilitates responses and future data analysis (Gay, 1987), others state that research indicates that closed and open formats produce very similar data (Borg & Gall, 1983). The decision was made to construct this questionnaire (and the telephone interview and part of the final Phase II questionnaire) with open ended questions. It was determined that an open format might permit greater depth of response and provide insight into teachers' expectations for the Institute as well as teachers' conceptions of the teaching and learning of reading with Chapter I students.

This Pre-SEI questionnaire included these three open ended questions:

- 1) Why did you decide to participate in the Summer Enrichment Institute?
- 2) What were your personal expectations of the Summer Enrichment Institute?
- 3) What did you anticipate as the outcomes of this experience?

On this first day participants were told that data would be collected at various stages throughout Phase I and II of the Institute for three reasons: 1) MSU and SMDE had expended large amounts of time and financial resources, 2) this Institute model had never been

implemented before, and 3) the co-sponsors wanted to learn from the Institute in order to benefit other educators and other future Institutes. Participants were directed to write individual responses. They were told that questions two and three could refer to personal expectations about themselves and their students in relation to what they would be learning and experiencing during the Institute. While this questionnaire was explicitly designed to investigate teachers' reasons for participating in the SEI, it was also was implicitly intended to elicit teachers' conceptions of reading and the teaching and learning of reading with Chapter I students. The actual questionnaire is located in Appendix E.

Participant Observation. Phase I

Participant observation has been viewed as a nonjudgmental strategy for acquiring authentic data to depict and evaluate program effects. Participant observation is effective in acquiring data about program participants and their patterns of interaction within a particular scene (Goetz & LeCompte, 1984). A primary focus of this strategy is not to record interpretations regarding what is happening but to record what is actually happening in the form of fieldnotes. Interpretive fieldnotes, however, are not totally discouraged or disregarded but used as tools to pursue further inquiry (Erickson, 1986).

This form of data collection was selected as the most effective method to describe the staff development model and seminar activities during Phase I. The principal investigator, the author of this dissertation, engaged in participant observation to collect data

during Phase I of the Institute. This included taking hand-written field notes during the reading seminar and conducting informal interviews with the SEI instructional staff. These notes were used as a basis to describe the background of the SEI presented in Chapter 3. In addition, the role of participant observer allowed the author to gain an understanding of the teachers' experience.

Post-SEI Questionnaire. Phase I

On the day before the SEI closing, all teachers and instructional leaders were given an open-ended questionnaire during the reading seminar. (See Appendix E). This final questionnaire was described as an evaluative tool for the SEI and an opportunity for participants to reflect on what they had gained during Phase I of the SEI. They were instructed to complete the questionnaires and turn them in the following day. The teachers' questionnaire explicitly asked what participants had learned, how their new understandings differed from their previous ways of thinking, in what ways they might implement these new understandings into their teaching practice, and what factors might facilitate or constrain those future implementation efforts. Although not explicitly stated within the questions, the questionnaire was intended to record how teachers' conceptions of reading and the teaching and learning of reading with Chapter I students were beginning to evolve after participating in Phase I. In addition, evidence was being gathered as to how teachers were perceiving what factors had facilitated or constrained their learning/implementation efforts during Phase I of the SEI and what

factors teachers perceived might facilitate or constrain their continued learning/implementation efforts during Phase II. Actual questions included:

1. What are some *new understandings² you have gained at this summer enrichment institute about instruction and learning? (If applicable, note which relate to reading and math.)
2. How do these *new understandings differ from your previous ways of thinking about instruction and learning?
3. Which of these *new understandings do you expect to incorporate in your classrooms next year?
4. What are some things you feel will facilitate the use of these *new understandings in your teaching?
5. What are some things you feel will inhibit the implementation of these *new understandings in your teaching?
6. What advance planning can you do to help overcome those things which may inhibit the implementation of these *new understandings?
7. What are your current plans for implementing this with different groups of students in your classroom?
8. How comfortable do you feel about incorporating these *new understandings in your instruction?
9. If you were to serve on a planning committee to plan our 1st phase Institute for another year, what elements, factors, attributes, or characteristics would you: retain and why, amend/alter and why, reject and why, add on and why.
10. In what ways did the Institute meet your expectations?

² The * (asterisk) next to new understandings represented a footnote on the questionnaire which explained what new understandings could mean. The footnote described new understandings in the following manner: New understandings can relate to, but are not limited to, instructional strategies, concepts or personal attitudes.

Telephone Interviews. Midyear Phase II

During Phase II, all participants were back in their local school districts. It was deemed necessary that personal contact be made with all teachers and instructional leaders since Phase I of the Institute had been such a highly interactive and interpersonal experience. In addition, it was also important that the assessment of the SEI staff development model be continued. Therefore, a personal telephone interview, conducted by the author of this dissertation, with each teacher and instructional leader in order to continue investigating teachers' evolving conceptions and to delve into those factors which participants perceived as either facilitating or constraining their continued growth and or implementation efforts.

Six months into the next school year, participants were mailed a letter regarding the upcoming interviews and a copy of the interview questions. (See Appendix E). The letter informed teachers that the interviews were being conducted in order to continue learning about the teaching and learning within staff development programs, that additional participant feedback was needed for an upcoming presentation to the State Board of Education and to offer an opportunity for participants to continue learning about themselves as both teachers and learners. Teachers were encouraged to think about the questions in advance. They were also assured that there was no one right answer and that confidentiality would continue to be guaranteed. Finally, teachers were given a tentative telephone appointment. Most interviews were conducted during the month of March, a few were conducted in April. Seventeen of the nineteen

teachers responded. Notetaking was the method used to record the verbatim responses of the SEI participants. The participants' responses were repeated to them so that the conversations were recorded accurately.

The first few questions were focused on gaining insights into how their teaching and thinking about teaching and learning were different than before the SEI. The first four questions were:

1. As a result of your participation in the SEI, how has your teaching been different this year?
2. As a result of your participation in the SEI, how has your thinking about teaching been different?
3. Has your view of the teaching role changed? If so, in what ways?
4. Has your view of the student as learner changed? If so, in what ways?

The next two questions were posed to inquire about the ways in which these new understandings were being implemented in the classroom. The questions were:

5. In what subject areas have you used the new strategies and understandings gained last summer?
6. Have these strategies and understandings affected your teaching in other areas or carried over to your work with other students and teachers?

Question seven, eight, and nine were posed to delve into the factors that were facilitating or constraining teacher learning and implementation efforts.

7. Of the new strategies and understandings you gained last summer, which were easiest to implement? Most difficult to implement?

8. Did your principal and/or instructional leader attend the SEI?
How have you worked with your principal/instructional leader?
How has this been different from the past?
9. In what ways have you worked with your SEI building team?

Since the "Model of Instructional Sequence" was a teaching strategy most practiced during Phase I and because teachers had indicated having some difficulties with various components of the model, it seemed important to include a question which centered on the ease or difficulties encountered during the implementation of those particular strategies. In addition teachers and instructional leaders had indicated on the post Phase I, SEI questionnaire that professional interaction with team members might be a facilitating factor in their continued growth and implementation efforts during Phase II.

The final questions were posed to elicit additional teacher responses regarding both phases of the Institute and suggestions for the continuation or follow-up of the SEI project. The questions were:

10. Are there any other comments, questions, or concerns you'd like to share at this time?
11. Do you have any suggestions for the continuation or follow-up of the SEI project?

The Final SEI Questionnaire. Phase II

One year after the SEI was initiated and before the second school year commenced, a final questionnaire was sent by mail to all remaining teachers. A letter was included explaining the intent of the questionnaire, the reasons for focusing on empowerment, and a working definition of empowerment. (See the letter and questionnaire in Appendix E). Since data collected in Phase I and Phase II of the SEI had revealed those new understandings teachers had gained and the

factors that teachers perceived had facilitated and constrained their learning, it was determined not to include questions which would once again ask teachers to provide similar information. Rather, it was determined to build on the previously collected data; to focus on empowerment by investigating the extent to which teachers perceived empowerment by their reported new understandings and the extent to which teachers perceived that the factors they had reported either facilitated or constrained their ability to attain a sense of empowerment in their teaching.

Thus, the purpose of the final questionnaire was twofold. First, the final questionnaire was intended to determine and measure teachers' perceived control over the ways in which they were enabled to continue thinking about and implement the new understandings they had gained about reading and reading instruction during Phase I and II of the Institute. Second, it was designed to measure the extent to which teachers perceived that certain factors within Phase I and Phase II had facilitated or constrained their ability to attain a sense of empowerment in their teaching.

Section One: investigating teachers' perceived control over their new understandings. Questions designed to investigate the extent to which and the ways in which teachers felt control over the new understandings they had gained were presented in four sets. The first question in each set requested that teachers rate the extent to which they were able to use/act upon/discuss/defend what they understood about reading and/or reading instruction. The ratings were recorded on a five-point Likert scale with (1) representing "almost always",

(2) representing "frequently", (3) representing "sometimes", (4) representing "infrequently", and, (5) representing "almost never".

The opened ended questions which followed each Likert measure rating asked teachers to describe the ways in which they were able to use what they understood and the ways in which that use was different than before the SEI. The four sets of questions follow:

Set #1. To what extent do you alter the lessons, materials and/or teaching strategies found in the teacher's manual as you plan to teach reading (R) and math (M)? In what ways do you alter the teacher's manual in reading and/or math? Why? Is your use of the teachers' manual in reading and/or math different than before the SEI? If so, how?

Set #2. To what extent do you feel that you can discuss and/or defend your concept of the teaching of reading (R) and math (M) with your instruction leaders, other teachers, or parents? Briefly describe an occasion when this happened.

Set #3. To what extent do you alter your planned teaching strategies during reading (R) and math (M) instruction? In what ways do you alter your planned teaching strategies in reading and/or math? Why? Is this different than before attending the SEI? If so, how?

Set #4. To what extent do you feel empowered? in the teaching of reading? in the teaching of math? Are there any other ways or situations that have not been previously mentioned in which you feel empowered?

Section Two: investigating teachers' perceptions of facilitating and constraining factors. A five-point Likert scale was designed to investigate the extent to which particular factors within Phase I and Phase II of the staff development model had either facilitated or constrained the teacher's ability to attain a sense of empowerment in their teaching also incorporated a five-point Likert scale. Teachers were presented with a number of different factors to rate for Phase I and Phase II. Most of these factors had been previously mentioned by teachers on the Phase I questionnaire and Phase II interview as

facilitating or constraining their continued learning/implementation efforts. A few other factors listed were an integral part of the staff development program and/or the MSU or local school setting. On this rating scale (1) represented "greatly facilitated", (2) represented "somewhat facilitated", (3) represented "neither facilitated or constrained", (4) represented "somewhat constrained", and, (5) represented "greatly constrained".

Factors listed for Phase I were:

- a. MSU campus setting
- b. Being away from your local school setting
- c. Scheduling of the SEI during the summer
- d. Professional interaction among all participants
- e. Professional interaction among my own team members
- f. Presence of my own students
- g. Type of students (Chapter I)
- h. SEI instructors' knowledge of subject
- i. SEI instructors' teaching strategies
- j. SEI instructors' encouragement
- k. SEI instructors' coaching of new learnings
- l. SEI staff encouragement
- m. SEI staff coaching of new strategies
- n. Knowledge gained about the reading process
- o. Knowledge gained about the mathematics process
- p. Knowledge gained about instructional strategies for reading
- q. Knowledge gained about instructional strategies for math
- r. Opportunity to practice instructional strategies
- s. Planning Time allowed
- t. Projection of a year long plan

Factors listed for Phase II were:

- a. SEI instructional leader's encouragement
- b. SEI instructional leader's coaching of new learnings
- c. SEI partner teacher's encouragement
- d. SEI partner teacher's coaching of new learnings
- e. SEI team meetings in local districts
- f. SEI follow-up meeting for ALL SEI districts
- g. Your knowledge of the reading process
- h. Your knowledge of the mathematical process
- i. Your knowledge of instructional strategies for reading
- j. Your knowledge of instructional strategies for math
- k. SEI students already "in-the-know" about the new strategies

- l. SEI students' attitude toward school
- m. Basal texts
- n. Available materials
- o. Time to plan instruction
- p. Time to use the instructional sequence model

Analytical Procedures

This section is organized into three subsections which correspond to the analytical procedures employed to discover and describe teachers' responses on the questionnaires and interview. The statistical procedures used were content analysis, frequency counts, and a dependent t-test. In order to investigate teachers' evolving conceptions, teachers were asked to respond to open ended questions on the questionnaires and during the interview. The open ended questions allowed teachers to offer responses using their own words, whether written or spoken. Content analysis was used to measure and describe teachers' responses to the open ended questions. So that teachers' perceptions of the factors which either facilitated or constrained their learning/implementation could be measured, teachers were asked to respond in two ways. First, teachers were asked to respond to open ended questions on the questionnaire and interview which asked them to state the factors which facilitated their learning/implementation efforts. Second, teachers were asked to respond to five-point Likert scale ratings on the final questionnaire. Content analysis was used to measure and describe teachers' reports of facilitating and constraining factors on the questionnaires and the interview. Frequency counts and a dependent t-test, from teachers' ratings on the

Likert scales, were used to measure and describe the differences between teachers' ratings of facilitating and constraining factors for Phase I and Phase II.

Content analysis

Open ended questions were the primary data collecting devices used on the questionnaire and in the interview. The data gathered were subjected to a content analysis to measure and describe the content of teachers' responses. Content analysis has been described as a systematic, objective, and quantitative research technique used to help researchers make inferences about relationships between the content and the intent of the content (Borg & Gall, 1983).

The unit of analysis for teachers' responses to the open ended questions on the questionnaires and in the interviews was specified as teachers' individual and multiple comments. Content units were defined as every group of words, a clause, or phrase that represented separate ideas which surfaced subject matter relevant to the questions asked. Contents units were distinguished on the questionnaires by slash marks between those words, clauses and phrases which represented separate ideas. For example, this teacher's response was marked in this manner:

From the time I was first contacted about the institute, I thought it sounded like a wonderful educational opportunity./ After hearing further explanations, I decided to participate for a number of reasons: to learn new techniques in order to be a more effective teacher;/ to hear about the latest teaching research;/ and, to have the opportunity to meet and work with my students in a different environment/ (Kitt, elementary reading skills teacher).

In all cases, data has been calculated according to the number of teachers making particular kinds of comments (content units) and reported as frequency counts. In order to avoid distortion by selective perception, all data collected from both the questionnaires and the interview were included in the content analysis for each instrument.

The Pre-SEI Questionnaire. The Pre-SEI questionnaire was open ended and explicitly designed to investigate teachers' perceptions of their reasons for attending the Institute, what they expected to gain from the Institute, and what they would predict as outcomes of the Institute. Data analysis of the Pre-SEI questionnaire began with an assertion. It was asserted that teachers' responses would be related to the two purposes of the Institute: 1) to provide an enriched learning experience for Chapter I students focused on helping them take control of their learning while problem solving in reading and mathematics, and 2) to provide a staff development opportunity for teachers and instructional leaders so that they would come to understand reading and mathematical process in ways that would enable them to make wise decisions about what knowledge and instructional strategies were appropriate to nurture student learning. Based on this knowledge, two major categories were projected: 1) Opportunities for Students and 2) Opportunities for Teachers. After numerous readings of all the teachers' responses to each question, teachers' responses were first placed into the former basic categories. There

were 4 teachers whose responses also indicated that they were unsure about what to expect, so a third basic category was established, 3) Uncertain.

Further analysis indicated that teachers seemed to describe opportunities for themselves in two ways: professional growth opportunities and utilitarian opportunities. Professional growth opportunities focused on teachers' learning opportunities and were further defined as opportunities which teachers either characterized as what they wanted to learn, why they wanted to learn, and how they thought they would learn. Those coded as utilitarian opportunities were thought not to focus on the teachers' learning opportunities but rather on extrinsic factors related to ways in which teachers were selected to attend the Institute, monetary and credential incentives, the university setting, and maintaining continuity between the Institute and the local school setting.

All of the teachers' responses related to opportunities for students seemed related to student growth opportunities as teachers described what they wanted their students to learn and why they wanted their students to learn.

Interrater reliability: After the initial development of this content classification system, an interrater reliability check was conducted. Responses to the Pre-SEI questionnaire were independently evaluated by two doctoral students in teacher education. After being given a brief description of the SEI and the purposes of this Pre-SEI questionnaire, raters were given zeroxed copies of the questionnaire on which content units had been indicated. Raters were first asked to

code teachers' individual and multiple comments (content units) according to the two major categories: Opportunities for Teachers and Opportunities for Students. Interrater reliability for this task was 100%. Then raters were instructed to code teachers' responses according to the predetermined subcategories within Opportunities for Teachers and Opportunities for Students. If raters disagreed, they discussed their disagreements and reached consensus. Reliability was determined by dividing the number of agreements by the total number of agreements plus disagreements. Interrater reliability for this coding task on the pre-SEI questionnaire was 89%.

The Post- SEI Questionnaire, Phase I. The Post-SEI questionnaire was designed, in part, to investigate new understandings teachers had gained and how those new understandings differed from their previous ways of thinking. New understandings were defined as including, but not limited to, instructional strategies, concepts, and personal attitudes. A content analysis procedure identical to that used during the Pre-SEI questionnaire was used. Based on the knowledge of the content of the reading seminars, it was hypothesized that teachers' responses would be related to new understandings about reading, reading instruction, and learning to read. After reading teachers' responses, it was determined, by the author, that teachers had also gained new understandings about the contexts of reading instruction and so that category was added to the aforementioned to become the major categories used to describe what teachers had learned during the Institute. Subcategories were further defined by teachers' comments and the authors' interpretation of teachers' comments. Interrater

reliability for the content analysis of teachers' new understandings was 88%. This content analysis provided the basis for which the author was able to make inferences about the ways in which teachers' thinking had changed during Phase I, the two week SEI.

Another line of research in this dissertation related to teachers' perceptions of factors that either facilitated or constrained their learning/implementation efforts. Therefore, open-ended questions designed to investigate facilitating and constraining factors within Phase I as well as those teachers predicted for Phase II were included in this Post SEI (Phase I) questionnaire. Facilitating Factors and Constraining Factors were used for the major categorical headings. A content analysis of the factors which teachers described as facilitating or constraining determined further subcategories. Interrater reliability for the content analysis of facilitating and constraining factors was 92%.

The Telephone Interview, Midyear Phase II. The telephone interview conducted midyear during Phase II was designed to continue investigating teachers' evolving conceptions. This interview concentrated on teachers' perceptions of the ways in which their teaching, their thinking about teaching, their view of the teaching role, and their view of the student role had changed as a result of their participation in the SEI. In addition, the interview continued to investigate teachers' perceptions of facilitating and constraining factors in two ways: 1) teachers were asked which new understandings had been the easiest or most difficult to implement and why and, 2) teachers were asked about the ways in which professional interaction

was occurring within their school team. This last inquiry was included because teachers had indicated on the Post-SEI (Phase I) questionnaire that professional interaction had facilitated their learning during Phase I and they predicted that it would continue to facilitate their efforts during Phase II.

A content analysis was conducted to provide further measures and descriptions of teachers' perceptions regarding what they were continuing to learn/implement during Phase II (teachers' evolving conceptions) and those factors which were either facilitating or constraining their efforts. Major categories mirrored the interview questions. Within those major categories, subcategories surfaced which were defined by teachers' comments and the author's interpretations.

Interrater reliability was 87% for subcategories related to teachers' new ways of thinking and 91% for teachers' reports on facilitating and constraining factors. Based on this analysis, the author continued to make inferences about the ways in which teachers' conceptions of reading and the teaching and learning of reading had continued to evolve since Phase I of the SEI.

The Final SEI Questionnaire. (Phase II). Parts of the final questionnaire, intended to continue the investigation of teachers' evolving conceptions, explored teachers' perceptions about the ways in which they perceived they were able to act upon their new understandings. These questions related to the ways in which teachers altered the teacher's manual in reading, the ways in which they were able to discuss or defend their new beliefs, the ways in which they

altered planned teaching strategies during the reading lesson, and other situations in which teachers felt in control/or empowered when teaching reading. The data gathered from these open-ended questions were also subjected to a content analysis. While the major categories were parallel to the questions posed, subcategories were designated based on teachers' characterizations and the authors' interpretation of those categories. Interrater agreement for these subcategories was 91%.

Frequency Counts

Five-point Likert scales were used on the Final Questionnaire (Phase II), in addition to open-ended questions, to measure the extent to which teachers perceived they had attained a sense of control/empowerment in their teaching. They were also used to examine the extent to which teachers perceived that particular factors either facilitated or constrained their ability to attain that sense of control/empowerment in their teaching during Phase I and Phase II. In both cases, the data were described according to the number and percentage of teachers selecting particular ratings on the Likert scale. These frequency counts did reveal certain patterns among the facilitating and constraining factors for Phase I and Phase II; they revealed the direction of teachers' perceptions.

Dependent t-Test Measures

The final questionnaire included two Likert measures on which teachers were to rate the extent to which particular factors had facilitated or constrained their ability to attain a sense of

control/empowerment. One measure represented those factors which had been an integral part of the staff development model and/or which teachers had previously reported as facilitating or constraining their learning/implementation efforts during Phase I. The second measure included those factors which had been an integral part of the staff development model and/or which teachers had previously reported as facilitating or constraining their learning/implementation efforts during Phase II. A dependent t-Test was conducted to determine whether teachers' ratings on the Likert measure revealed if facilitating and constraining factors had significantly changed from Phase I to Phase II. These facilitating and constraining factors were either single item measures or composite measures which consisted of a set of items which were designed to measure the same factor. The single items and composite variables from Phase I were matched with those from Phase II.

Limitations of the Methods

The limitations of this study are the format of the data collection instruments, generalizability of the findings, the reliance on self report data, bias in data collection, and problems with inference. A brief discussion of each will be presented.

Limitation 1: The Format and Content of the Data Collection Instruments

The data collection instruments used in this study over a one year period represent two distinct formats: questionnaire and interview. Research has indicated that an interview will produce more in-depth

responses than a questionnaire since the participant has the opportunity to elaborate on and clarify their responses (Gay, 1987). It is therefore likely that the amount and substance of information gathered from participants on questionnaires and interviews will be different. In addition, after the Pre-SEI questionnaire, the content of each questionnaire and the interview are constructed to follow up on teachers' previous responses. The rationale for this construction, rather than using questionnaires and an interview which incorporate the same questions over time, is to be sensitive to teachers' responses and collect data which describe teachers' evolving conceptions. It is likely that the format and sequential content of the questionnaires and an interview will influence the ability of the researcher to compare and analyze the data and generalizability of the findings will be limited.

Limitation 2: The Generalizability of the Findings

There were two characteristics of this staff development opportunity which limit the generalizability of this study. First, the 20 teachers included in the study had all volunteered to participate in the SEI. Research has indicated that volunteer subjects are likely to be a biased sample of the total population for they often tend to be more sociable, more disclosing, more intelligent, and more dedicated (Borg & Gall, 1983). While there were some limitations on who could volunteer within the selected Chapter I schools because of grade level specifications and numbers of teachers available, nonetheless teachers had the final choice. Therefore, this

sample of 20 teachers is not representative of the total teaching population and the generalizability of the findings is limited.

Second, this Institute represented a very unique staff development model. The Institute was sponsored by two different institutions, Michigan State Department of Education and Michigan State University. SEI Instructors (Dr. Gerald Duffy and Dr. Laura Roehler) were researchers from the Institute for Research on Teaching who were actually involved in conducting the research on reading teachers were learning about. This Institute, as are most, was away from teachers' local school setting. However, five of the teachers' own Chapter I students also attended the Institute. The presence of these students made it possible for teachers to continue their learning of new ways to think about reading and reading instruction since they held daily instructional sessions with their Chapter I students. Because of the uniqueness of this experience, the generalizability to most staff development opportunities may be limited.

Limitation 3: Reliance on Self Report Data

The primary disadvantage of self report data is that people often bias the information they disclose about themselves. During the interview, research participants may have felt reticent to disclose their true feelings since they knew the conversations were being documented. When responding to the questionnaires, participants may have been influenced by the timing as the Post SEI questionnaire was given to teachers toward the end of the two week Summer Institute when many participants expressed that they were ready to go home. Likewise, timing may have been a factor on the Final questionnaire as

it was mailed one year later, during the summer, and asked teachers to reflect back on both Phase I and Phase II of the Institute.

Another aspect of the limitations of the self report data included in this dissertation relates to the ways in which teachers were asked to think about their teaching practice and their thinking about their teaching practice. Schon (1983) stated that

When we go about the spontaneous, intuitive performance of the actions of everyday life, we show ourselves to be knowledgeable in a special way. Often we cannot say what it is that we know. When we try to describe it we find ourselves at a loss, or we produce descriptions that are obviously inappropriate. Our knowing is ordinarily tacit... (p. 49).

It was assumed that the professional teachers in this study were subject to this phenomenon. Investigating teachers' perceptions about what they understand about their teaching has always been recognized as a difficult process (Clark & Peterson, 1986).

Limitation 4: Bias in the Data Collection

One researcher, the author of this dissertation data, constructed all the questionnaires and collected all the data. Although construction of the questionnaires and the interview protocol were done under the supervision of the SEI staff, the focus of the data collection instruments primarily reflected the interests and biases of the researcher. In addition, while an attempt was made to record teachers exact comments during the telephone interview by repeating back their statements, inadvertent elimination of words may have occurred.

Limitation 5: Problems with Inference

Goetz & LeCompte (1984) state that "Assigning meaning requires bold action" (p. 196). Based on teachers' reports of their learning and factors which may have either facilitated or constrained that learning, the next step was to answer the questions, "what did these teachers understand?" and "what factors did they perceive had influenced their learning?" Inferences made about teachers' evolving conceptions in this dissertation were based upon a content analysis of teachers' responses to questionnaires and an interview. The inferences drawn were determined by the author of the dissertation. While some would claim that inferences can be oversimplified conceptions of the relationships being described, inferences and speculation are also recognized as a part of any research design (Bowers, 1970; Goetz & LeCompte, 1984). The author makes the claim that drawing inferences from the categorized data was a valid procedure. The author does not claim the inferences are in fact valid but are one person's way of interpreting the data which, no doubt, could have been interpreted from an infinite number of perspectives.

Summary of Chapter IV

This chapter provided a rationale and description of the design and methodology of this dissertation which was intended to investigate teachers' perceptions of their learning within a particular staff development model. The first section included the two sets of research questions designed to explore teachers' evolving conceptions of reading and the teaching and learning of reading with Chapter I students and teachers' perceptions of factors during Phase I and Phase

II of the Institute that facilitated or constrained their learning. The second section described a rationale for a descriptive research design. A description of the teacher participants and selection procedures were presented in the third section. The fourth section described the construction and content of the questionnaires and telephone interview. Analytical procedures were outlined in the fifth section. And finally, the sixth section included a discussion of the limitations of this particular study.

CHAPTER V

FINDINGS: TEACHERS' EVOLVING CONCEPTIONS OF READING AND THE TEACHING AND LEARNING OF READING WITH CHAPTER I STUDENTS

The Pre-SEI Questionnaire

What did teachers come in search of? How are teachers' conceptions of the teaching and learning of reading with Chapter I students reflected in their expectations for the SEI?

All information provided to teachers before the Institute was general in nature. Teachers were not given a course syllabi or assigned readings in advance which may have fostered a more sophisticated understanding of what they were going to learn. However, when teachers volunteered to participate in the SEI, they knew that they were participating in a staff development opportunity for teachers and instructional leaders and an enrichment experience for Chapter I students. In addition, teachers had been informed about the basic focus of the SEI both from their principals, other local school administrators, the Chapter I Project Director from the Michigan Department of Education, and written communications from the Michigan Department of Education and Michigan State University (see Appendix A, for communications). These communications briefly described the goals and instructional outcomes for the program in reading, writing, and mathematics; announced the SEI staff; outlined the SEI schedule of events for teachers and students; offered possible

independent study credits on a voluntary basis; and informed teachers about what materials they might need to bring to the Institute for themselves as well as their students. One such informative comment regarding the focus of the SEI and taken from the letter to district superintendents was:

It will provide training for teachers and instructional leaders that is on the cutting edge of teaching, research, and practice and it will provide enrichment opportunities for students who do not usually receive the benefit of such experiences (Roehler, 1985). (See Appendix A, letter dated April 1, 1985 from Laura Roehler, Professor).

Another informative letter sent to teachers and instructional leaders after they had agreed to participate stated, "The instructional outcomes for the program will be focused on problem solving in reading skills, writing skills and math skills" (Roehler & Hamilton, 1985). (See Appendix A, two letters addressed a) Dear Teachers b) Dear Instructional Leaders).

On the first day of the SEI, three days before the students arrived, all teachers and instructional leaders gathered to begin their study of new ways to think about the teaching and learning of reading and mathematics with Chapter I students. Before launching into their seminars, all participants were asked to provide baseline data on their reasons for attending the SEI. Participants were asked to think about how they might respond if someone asked them, "Why are you here?" A brief questionnaire was distributed for all individual participants to complete during the following ten to fifteen minutes. (See Appendix E for Questionnaires). The specific questions included were:

- . Why did you decide to participate in the Institute?
- . What were your personal expectations of the Institute?
- . What did you anticipate as outcomes of the Institute?

These open-ended questions were posed to investigate the SEI teachers' self-perceptions of their reasons for attending the Institute, what they wanted to learn or gain from the Institute, and what they would predict as outcomes of the Institute. Since teachers basically understood that the goals of the Institute were focused on new ways to think of and practice reading instruction with Chapter I students, it seemed reasonable to think that teachers' responses to these questions would reveal some of the ways in which they were currently conceptualizing these matters. These responses could then be used as a way to begin investigating teachers' evolving conceptions of the teaching and learning of reading with Chapter I students which relate directly to one set of research questions posed for this study.

What are teachers' conceptions of reading and the teaching and learning of reading with Chapter I students before the SEI?

In what ways do those prior conceptions of reading and teaching and learning of reading with Chapter I students change during Phase I and Phase II of the SEI?

Pre-determined, closed-form questions were excluded so that teachers would not be lead to believe that there were "right answers" or answers more highly valued than others. The open-ended form questions were intended to provide an opportunity for the teachers to respond in their own thinking, their own words, rather than with preselected vocabulary.

Content analysis of teachers' written responses was determined as the most effective research technique to describe the data under investigation. The unit of analysis for the pre-SEI and post-SEI

questionnaire was specified as teachers' individual and multiple comments. A content unit has been defined as every group of words, a clause, or a phrase representing separate ideas which surface subject matter relevant to the questions asked. These comments have been analyzed and will be discussed in terms of the numbers of teachers making particular comments. Categories and sub-categories will be clarified in the text of this chapter through the use of direct quotes from the teacher participants, tables, and the author's definitions. All relevant material has been included as data. (See Table, 5.1,).

Analysis of the Pre-SEI questionnaire indicates that the three questions evoked responses which seemed to fall into two major categories: opportunities for teachers and opportunities for students. (See Table 5.1). Further analysis indicates that professional growth opportunities and utilitarian opportunities emerged to further define opportunities for teachers. Teachers' responses which were coded as professional growth opportunities focused on teacher learning and were further defined as opportunities which teachers either characterized as what they wanted to learn, (teaching techniques, Chapter I students, research findings, and conceptual understanding), why they wanted to learn, (improvement, learning, and thinking), or how they would learn (practice and professional interaction). Those coded as utilitarian opportunities were focused outside of learning and were more specifically defined as extrinsic factors such as selection, incentives, context, and continuity, which teachers determined had influenced their decisions to attend or were those factors from which they would benefit.

Table 5.1 Teachers' reasons for attending the SEI

Opportunities for Teachers (18)		Opportunities for Students (10)		Uncertain (4)	
	n		n		n
<u>Professional Growth (18)</u>		<u>Utilitarian (10)</u>		<u>Student Growth (10)</u>	
<u>What Teachers Would Learn (17)</u>		<u>Selection</u>	7	<u>What Students Would Gain (5)</u>	
Teaching Techniques	17			Attitude Change	5
Chapter I Students	7	<u>Incentives</u>	4	Life Experiences	3
Research Findings	3			Basic Skills	1
Conceptual Understanding	1	<u>Continuity</u>	3		
<u>Why Teachers Would Learn (15)</u>				<u>Why Gain Needed (3)</u>	
Improvement	15			Continuity	1
Learning	3			Success	2
Planning	1				
<u>How Teachers Would Learn (7)</u>					
Practice	3				
Professional Interaction	3				
Thinking	2				

All of the teachers' responses regarding opportunities for students were related to student growth opportunities. Sub-categories which emerged to further define these opportunities include what teachers wanted students to experience or learn (attitude change, enriching life experiences and basic skills) and why they wanted students to learn them (success and continuity).

A final category entitled Uncertainty has been included to reflect those teachers who expressed concerns that they were not sure what to expect from the Institute.

Since data analysis has revealed that three questions of the Pre-SEI questionnaire evoked responses which can be categorized in the manner previously outlined, the data from all three questions will be collapsed and reported as a whole. Category labels and sub-category labels will be followed by a numeral within parentheses. These numerals indicate the number of teachers who expressed ideas (content units) which have been identified as relating to that particular category. Interrater agreement for the Pre-SEI questionnaire was 89%.

Opportunities for Teachers

While there were a range of responses teachers gave for why they decided to participate in the Summer Enrichment Institute and what they expected as outcomes resulting from their participation, the eighteen respondents indicated that they were concerned with their own professional growth primarily in terms of acquiring teaching techniques and knowledge of Chapter I students. Some teachers expected to learn about the latest research findings and one teacher indicated an interest in conceptual understanding. Most of the

teachers expressed a need to learn of these things because they wanted to improve or update their teaching skills. Others indicated they wanted to learn these things because they loved learning and some wanted to a chance to think about their teaching. A few teachers commented that they were looking forward to learning these things through practice and professional interaction. Ten teachers indicated that they had utilitarian as well as professional reasons for attending the Institute and focused their comments on being selected to attend, incentives, the Institute setting, and the need for continuity between the Institute and their local school setting. A descriptive account of teachers' comments focusing on professional and utilitarian expected outcomes and reasons for attending the Institute follows:

Professional Growth Opportunities (18 teachers)

From the time I was first contacted about the institute, I thought it sounded like a wonderful educational opportunity. After hearing further explanations, I decided to participate for a number of reasons: to learn new techniques in order to be a more effective teacher; to hear about the latest teaching research; and, to have the opportunity to meet and work with my students in a different environment (Kitt, elementary reading and math skills teacher).

Like many other teachers Kitt wanted to participate because it was a "wonderful educational opportunity". For all SEI teachers this "wonderful educational opportunity" represented a time for professional growth in terms of their own learning. Most teachers' comments were focused on what they wanted to learn, why they wanted to learn, or how they expected to learn.

What Teachers Wanted to Learn. Seventeen of the eighteen respondents made reference to what they wanted to learn. They referred to knowledge of teaching techniques, Chapter I students, research findings, and conceptual understanding.

Teaching Techniques (17 teachers). Participating for professional growth reasons took on a more particular meaning when teachers' comments focused on learning teaching techniques. Some teachers made general comments about wanting to learn teaching techniques such as this teacher's expectations that "My instructional skills would be sharpened. I would learn and put into practice those skills" (Flora, fifth grade teacher). Another teacher spoke of updating his teaching skills when he stated, "I felt like it was time that I made some attempt to update my teaching skills, since I have not had an opportunity to do so recently" (Morey, sixth grade teacher). Many others suggested that they wanted to learn about these teaching techniques so they would be more effective with Chapter I students, such as in these selected comments:

I wanted to learn new strategies to be used in working with my students (Eileen, reading skills teacher).

I thought I would receive all kinds of strategies to deal with these kinds of children (Norma, fifth grade).

I was hoping to acquire new skills here to implement in my classroom this year that work with the lower children (Muriel, fifth grade teacher).

I expected to develop new teaching strategies for dealing with these children (Karen, fifth grade teacher)!

I am always open to learning new techniques to help them learn to read (Betsy, reading and math skills teacher).

Most teachers referred to teaching methods as techniques and some referred to them as strategies, ideas, and instructional skills. The data also revealed other interesting ways in which teachers characterized teaching methods. One teacher stated that she, "hoped for that special formula for us to use. I was looking for real ideas to use in the classroom (Hope, seventh grade teacher)". Many other teachers expressed that they wanted these techniques to be the *latest, new, innovative, down to earth, make sense* in the real world.

Chapter I Students (8 teachers). The Chapter I students attending the SEI were chosen because they were below grade level in reading and/or math and because they would benefit from such an enrichment experience. Each teacher was allowed to select five Chapter I students for the SEI that they were going to teach during the next school year. Teachers' reasons for participating and expected outcomes which related to Chapter I students reflected a general interest in learning about their students. Most focused on getting to know their Chapter I students in a more personal way as these who stated

I was hoping to develop a good rapport with our students (Hope, seventh grade teacher).

I would form a relationship with some lower achievers (Flora, fifth grade teacher).

I felt that would gain a real insight into dealing with troubled learners! Have a special closeness with the children (Karen, fifth grade teacher).

There was only one teacher who focused on knowing more about her students' academic problems. She explicitly stated that she would,

"...be trying to gain more insight into why these kids aren't reading" (Lillian, sixth grade teacher).

Research Findings (3 teachers). Three teachers indicated that they expected to learn about the latest research findings at the Institute. One teacher focused on an anticipated outcome of "Greater understanding of how to implement research findings in teaching and learning techniques to be more effective in my field" (Glenda, reading skills teacher). Another teacher stated that he wanted to learn, "... new ways of reaching these students through new but proven techniques" (Paul, fifth grade teacher). Hope (a seventh grade teacher) wanted to learn about the "latest research techniques". It is interesting to note that two of these teachers indicated that they wanted the research to be new or of the latest variety while one teacher characterized research as proven techniques.

Conceptual Understanding (1 teacher). The data gathered from the first questionnaire reveal that only one teacher's comment could be interpreted as having a more conceptual focus. It is evidenced by her statement as she anticipated that she would like, "To develop a greater sense of the overall nature of reading and math instruction" (Kitt, reading and math skills teacher).

Why Teachers Wanted to Learn. Fifteen of the seventeen teachers who stated what they wanted to learn during the SEI also stated why they wanted to learn. Teachers' reasons for why they wanted to learn focused primarily on improvement. A few focused on availing themselves of this learning opportunity and one teacher commented on having an opportunity to plan ahead.

Improvement (15 teachers). Participating for professional growth also meant that most teachers considered the SEI an opportunity to become a better teacher. Most reasons for improvement were linked to knowledge of teaching skills and a better understanding of their Chapter I students. Others wanted to learn because they wanted to gain more experience as they were newly hired and some offered general statements regarding improvement.

Those who focused on improving their teaching skills and or being more effective with Chapter I students offered statements such as these

I anticipate greater understanding of how to implement research findings in teaching and learning techniques to be more effective in my field (Glenda, reading skills teacher).

I participated because I wanted the opportunity to improve the skills of the children, as well as my own expertise in regard to working with children below grade level (Unise, sixth grade teacher).

I am interested in improving my instruction to all my students in the areas of reading and math (Flora, fifth grade teacher).

There were three teachers who indicated that they wanted to attend the Institute because they were either newly hired or new to their teaching assignment. One teacher stated that he was, "... new to the school system and volunteered with the understanding that this would improve my teaching capabilities" (Paul, fifth grade teacher). Another teacher indicated that she "... thought of the Institute as professional development. I'm fairly new to teaching and I want to learn as much as possible" (Garnett, fifth grade teacher). Another teacher who had recently switched from teaching art to teaching in a regular classroom stated that, "Since our program is new, I was hoping

for a home base to start off with ... I will hopefully be more innovative with classroom activities" (Hope, seventh grade teacher).

Finally, there were some teachers who just offered general statements about the need to improve like this teacher when she wrote that she, "... expected to gain some ideas that would help me be a better teacher of reading" (Lillian, sixth grade teacher).

General Learning Opportunity (3 teachers). Educators who describe those people who choose to enter the teaching profession tell us that many teachers have had successful school careers and liked school (Lortie, 1975). It is not surprising to note that a few teachers indicated that the reason they wanted to attend the Institute was because they enjoyed learning. Those teachers expressed that

I love new situations and challenges in learning (Louise, seventh grade teacher).

I decided to participate in the institute for the "enriching" experience to grow professionally...I enjoy learning. Would love to be a professional student. If I win the lottery that's what I'd probably do -- go back to school. No probably about it -- positively would (Glenda, reading skills teacher)!

In addition to thinking of this chance as a growing opportunity for myself, I saw it as one for our students... (Garnett, fifth grade teacher).

Planning (1 teacher). There was one teacher responding to the questionnaire who indicated that she would, "plan on building [her] goals as soon as [she] recovered from the Institute" (Robin, fifth grade teacher).

How Teachers Would Learn. Seven teachers made statements regarding how they anticipated learning what they wanted to learn.

Teachers' comments were almost equally divided between anticipating that they would learn through practice, professional interaction, or thinking.

Practice (3 teachers). These three teachers expected that they would be able to practice the new teaching strategies that they were learning during the Institute. This was evident in these comments

I was expecting time to actually teach our students which would be a good experience (Hope, seventh grade teacher).
That we would be instructed in some new techniques to be used with students right here... (Betsy, reading and math skills teacher).

To have the opportunity to meet and work with my students in a different environment... that I would get "to see" methods actually work successfully with kids (Kitt, reading and math skills teacher).

Professional Interaction (3 teachers). Three teachers referred to learning through professional interaction when they indicated that they wanted to attend the Institute because they knew they would have an opportunity to work with SEI staff member. One teacher stated that she, "had heard how good Gerry Duffy was and [she] wanted to find out for [herself]" (Eileen, reading skills teacher). Another teacher stated that, "[she] respected the instructional staff heading up the staff and wanted a chance to work with them (Flora, fifth grade teacher). And finally one teacher focused on her expectation, "that there would be lots of interaction with other teachers" (Betsy, reading and math skills teacher).

Thinking (2 teachers). For two teachers, the SEI represented an opportunity to think. One teacher indicated that an outcome of the Institute would be, "Hopefully [her] thinking skills will improve greatly, not only for [my] decision making, but for skills to think

through skills lessons to their benefit" (Unise, sixth grade teacher). The other teacher stated that she "...anticipated a chance to really think about teaching not just be doing it" (Flora, fifth grade teacher).

Utilitarian Opportunities (10 teachers). All teachers participating in the SEI indicated that professional growth opportunities, those related to their own learning, were either reasons for attending or expected outcomes. However, ten of the eighteen teachers also noted utilitarian reasons. For these ten teachers, participating in the SEI meant that they were about to engage in a professional opportunity that was useful to either themselves or their local school for practical reasons in addition to their own learning. These utilitarian reasons, extrinsic to the teachers' learning, focused on being selected to attend, receiving monetary or credential incentives, participating in a particular contextual setting, and maintaining continuity between the Institute and their local school.

Selection (7 teachers). Participating in the SEI was voluntary for all who attended. However, principals and/or central office administrators first selected candidate teachers and then asked them if they were willing to attend. In turn, being selected or requested to attend was a reason these teachers gave for participating.

I was asked by my principal to attend. There's only (2) 5th grade classes and (2) 6th grade classes at ----- . Therefore, there were only 4 teachers to choose from (Hannah, fifth grade teacher).

My principal told me our school was chosen to participate and thought we should attend (Muriel, fifth grade teacher).

The administration asked me to attend this program to expand my knowledge (Louise, seventh grade teacher).

This institute was recommended to me by my principal (Flora, fifth grade teacher).

It was actually my principal that decided that this program would be an excellent way for me to learn and grow in the areas of reading and math (Paul, fifth grade teacher).

I was just hired and the principal had already made plans for me to participate (Lana, fifth grade teacher).

Incentives (4 Teachers). All teachers and instructional leaders who participated in the SEI were given a stipend and an opportunity to receive graduate credits for seminar coursework. These incentives became reasons for the participating in the SEI.

... I needed to get 6 more hours credit to move on the pay scale in our district (Lillian, sixth grade teacher).

I decided I could use the credit hours towards my masters (Robin, fifth grade teacher).

I would have a chance to work ... on graduate credits in a field interesting to me (Flora, fifth grade teacher).

The opportunity to avail myself of "free" food/board and get a stipend was encouraging (Glenda, reading skills teacher).

Continuity (3 teachers). Additional utilitarian explanations for attending the Institute centered on maintaining continuity between the local school district and the SEI. Here concerns were that teachers and students who were going to be working with each other during the next school year would profit from their SEI participation. This teacher's statement reflects what all three teachers were communicating when she stated,

I teach Chapter I kids in 6th grade and since 6th graders were invited it made sense to have a sixth grade teacher with them in order to continue to use whatever was gained by both students and teacher from the institute (Lillian, sixth grade teacher).

Context (2 teachers). Two teachers indicated that they would profit from the SEI environment. One was particularly focused on the campus setting while the other stated that she, "...had a feeling it would be a camp-like "feeling", informal atmosphere" (Louise, seventh grade teacher), one that she had "felt comfortable in ... years ago and would feel comfortable now".

Opportunities for Students

The SEI was designed to be both a professional development opportunity for teachers and an enrichment experience for Chapter I students. Numerous enrichment activities were planned for the students including: mini-classes in reading, mathematics, and computers; recreational opportunities on the MSU campus; and springboard activities including field trips, guest speakers, creative dramatics, and writing workshops designed to provide similar experiences for all students which teachers and students could draw on as content for their mini-classes. Teachers arrived at the Institute discussing the characteristics and needs of their Chapter I students. It seemed as if many were trying to outdo each other as they would spin tales about the deprivation that encumbered their students. Ten teachers offered various reasons for participating which related to opportunities for their students. All of those statements referred to Student Growth Opportunities: what they wanted their students to gain (attitude change, life experiences and basic skills) and why they would benefit from learning these things (continuity and success). (See Table 5.1, p. 126b).

What Students Needed to Learn. (5 teachers). While many teachers indirectly inferred that learning new teaching techniques would improve their teaching and help their students, only four teachers wrote comments stating what they wanted their students to learn. The four teachers offering written statements about what they wanted their students to learn either focused on attitude change, broadening life experiences, or basic skills.

Attitude Change (5 teachers). Five teachers comments reflected the notion that their students would benefit from a change in attitude toward school and school subjects. "That they [these children, troubled learners] would develop a significant attitude change toward learning!" (Karen, fifth grade teacher) and "They [kids below grade level] would have a better attitude for Reading and Math" (Norma, fifth grade teacher) were two such statements. Another teacher suggested a concern for students' attitudes about themselves when she stated, "I'd like the kids to leave the Institute feeling better about themselves" (Hope, seventh grade teacher). Two addition comments focused on teachers gaining ways and ideas to help students change their attitude. For example, "I would gain information and ideas to use with the lower students to stimulate them" (Lana, fifth grade teacher).

Life Experiences (3 teachers). Three teachers indicated that their students would benefit from the additional life experiences provided by the SEI. One teacher communicated that she participated in the SEI in part, "...because I thought it sounded like such a wonderful opportunity for our kids..." (Kitt, reading and math skills

teacher). Two other teachers' comments centered on what they expected the children would gain from the Institute. One stated that she anticipated an outcome to be, "The excitement of seeing some of these kids experiencing some of these things for the first time" (Lillian, sixth grade teacher). Another stated

In addition to thinking of this chance as a growing opportunity for myself, I saw it as one for our students. They come from a fairly narrow background. They haven't even been on elevators before and two of our kids do not have indoor plumbing at home. I was excited for them ... (Garnett, fifth grade teacher).

Basic Skills (1 teacher). Only one teacher communicated an expectation that students would learn some basic skills as a result of attending the SEI. She wrote that she "...participated because [she] wanted the opportunity to improve the basic skills of the children, as well as my own expertise in regard to working with children below grade level" (Unise, sixth grade teacher).

Why Students Needed to Learn. (3 teachers). Four teachers wrote reasons why they hoped students would learn as a result of either the students' or teachers' participation. Two of those focused on success and two on continuity.

Success (2 teachers). Two teachers raised the issue of success for their Chapter I students. Concern with advancement was evident in this comment when learning new ways of presenting material was linked to helping students advance

... they [lower level students] would be able to if not catch up to the rest of the students at least maintain a respectful level of advancement and certainly not fall further and further behind (Paul, fifth grade teacher).

Anticipated outcomes for students were also revealed in this comment dealing students' success on the MEAP test.

I assumed that what we would learn would be associated with the reformation of the MEAP test. That this was true, I knew that introduction would be made as to the teaching techniques necessary to insure student success on the revised test (Eileen, reading skills teacher).

Continuity (1 teacher). A link between using what was learned during the Institute and the next school year was made by one teacher when she stated that, "... it made sense to have a sixth grade teacher with them in order to continue to use whatever was gained by both students and teacher from the institute (Lillian, sixth grade teacher).

Uncertainty (4 teachers)

Four teachers wrote comments that reflected limited or uncertain expectations about what they could expect to gain from the SEI. Two teachers expressed that they had limited ideas about what to expect and the responses on their questionnaires offered minimal content. For example, one of those teachers simply stated that she, "Had no idea what to expect" (Hannah, fifth grade teacher) and the rest of her comments reflected minimal and general expectations (one content unit provided). Two other teachers indicated limited expectations regarding what to expect from the Institute but then went on to communicate several specific ideas. One stated that she had received minimal information before the Institute and the other stated that his "expectations were quite limited in view of the fact that I was an eleventh hour candidate to the program and did not have much time to reflect on the purpose of the institute" (Paul, fifth grade teacher). However, both went on provide several specific comments regarding their expectations.

Summary and Data Analysis from the Pre-SEI Questionnaire

Summary of Findings. Collecting initial data about what teachers perceived as their reasons for participating in the SEI and what they hoped to gain from participating was important to Michigan State University and the Michigan Department of Education for two reasons: 1) the information would be used to inform the SEI instructors' thinking about how they might structure/restructure the course content and instruction, and 2) the information would be used to track teachers' evolving ideas regarding what they were learning, planning to implement, and what aspects of this professional development opportunity influenced their learning.

In summary, what did teachers come in search of? Why did they attend? What were teachers' perceptions about what could be gained by participating in this experience?

Every teacher indicated they came for opportunities for themselves. In addition, they all indicated that they attended the Institute for professional growth opportunities. All but one teacher stated that they wanted to learn new teaching techniques. Some described this professional opportunity as a time to learn more about their Chapter I students. A few talked about learning the latest research. Only one teacher declared a more conceptual interest in learning about the nature of reading instruction.

Most teachers' comments illustrated that they had reasons for why they wanted to gain this information. They felt that their teaching would improve if they gained this knowledge. A few wanted to be part of this professional growth opportunity because they loved to learn.

Only one stated that she wanted this knowledge so that she could begin establishing goals and plans for the coming school year.

Some teachers were also clear about how they wanted to learn. A little less than half the teachers' written responses revealed that they wanted to attend the SEI because they would have opportunities to learn through practice sessions with their Chapter I students, interaction with other professionals, and personal reflection.

The other significant category which emerged from teachers' reasons for participating, as well as their personal expectations and anticipated outcomes for the Institute, focused on Opportunities for Students. Ten teachers wrote responses which were interpreted as opportunities for student growth. Most teachers' comments communicated a desire for student growth in terms of an attitude change about school, school subjects, and learning. There were a few teachers who expressed an interest in the enriching life experiences afforded the SEI students and one stated that she wanted her students to gain basic skills. There were also three teachers who stated why they wanted their students to participate in the Institute. Two referred to the potential success in school and one spoke of the continuity between what the students learned during the SEI and what would happen in their classroom in the next school year.

A final category of teachers' comments represented notions of Uncertainty. This category reflected four teachers' uncertainty about what they might anticipate from their SEI experience. Two teachers

simply didn't know what to expect and the other two cited reasons such as being last minute candidates or receiving minimal information before the Institute.

Overall, results from the Pre-SEI questionnaire, conducted before the SEI seminars began, indicate that these particular SEI teachers were in search of and primarily concerned with their own professional growth. This growth was predicted mainly in terms of acquiring teaching techniques (or procedural knowledge) and knowledge of Chapter I students. Teachers' comments indicated negligible attention to conceptual knowledge. These findings are not antithetical to the findings of other educational researchers who indicate that the knowledge teachers often value most is particularistic to their own setting (Huberman, M., 1985) and practical in terms of instrumental procedures and congruence with teachers' perceptions of their own classroom situations (Doyle, W. & Ponder, G. 1977-1978). And while teacher center literature indicates that the search for conceptual knowledge is also prominent among teachers, Huberman suggests that this search is " ... invariably consequential and nested in, not unhinged from the 'how' and 'what' concerns" (p. 254).

Approximately one-half of the teachers stated that they attended the Institute because of the opportunities afforded the students. Except for some teachers who desired that students' change their attitudes toward school and school learning, there was no overwhelming consensus regarding why this Institute might be a good opportunity for students. In fact, in this category (opportunities for students),

fewer teachers made fewer comments than in the categories related to opportunities for teachers.

Further examination of teachers' rhetoric used in responding to the pre-SEI questionnaire indicates that embedded in teachers' reasonings regarding participation, personal expectations, and anticipated outcomes, teachers' conceptions of the teaching and learning of reading with Chapter I students are evident. An additional analyses of the data from this perspective will follow.

Analysis of Findings. What are the SEI teachers' conceptions of reading and the teaching and learning of reading with Chapter I students? The Pre-SEI data reveal that teachers had distinctive ways of characterizing what it means to teach reading to Chapter I students and what it means for those students to become better readers. Ways in which teachers portrayed Chapter I students, what it means for Chapter I students to become better readers, and what it means to teach reading to Chapter I students will follow.

Teachers' Conceptions of Chapter I Students. Teachers' characterizations of Chapter I students reflected a deficit perspective. While some teachers expressed that it was wonderful for their students to be able to attend the SEI, eleven teachers described their students and working with their students in this terminology:

Karen -- dealing with troubled learners
 dealing with these children
 that they would develop a significant attitude change

Lillian -- kids that aren't reading

Hope -- get them on the right track to enjoy school and reading
and math and writing
need to feel better about themselves

Garnett -- come from a fairly narrow background
they haven't even been on elevators before and two of
our kids do not have indoor plumbing at home

Lana -- lower students
need stimulation

Unise -- children below grade level

Norma -- kids below grade level in reading and math
these kinds of children

Paul -- lower level students

Hannah -- need to be better readers and math students

Flora -- lower achievers

Muriel -- the lower children

There were no written comments which characterized Chapter I students in positive ways. There were no written comments in which teachers talked about how their students' diverse backgrounds contribute to their learning. These eleven teachers characterized their students as operating under a deficit.

Teachers' conceptions of teaching reading. The data collected from the Pre-SEI questionnaire provided evidence that teachers perceived the Institute as an opportunity to become a more effective teacher of reading. Thinking about how that data may reflect these teachers' particular views of reading and the teaching and learning of reading with Chapter I students provides us with additional insight. The variety of ways in which teachers characterized their notions of "what" they wanted to learn suggest that their quest for improvement was basically hooked into learning new teaching techniques or

knowledge of procedures with some concern about coming to understand their students. All but one teacher indicated that they wanted to learn the latest teaching skills. They described these new ways of teaching as techniques to deal with low achieving students, strategies to be more effective real, down-to-earth ideas to use, techniques for problem diagnosis, formula, and techniques to insure student success on the MEAP test. Even the three teachers' comments who expressed an interest in learning about the latest research techniques were nested in learning about proven procedures.

Those teachers who indicated that they wanted to gain knowledge of their students either focused on wanting to learn what skills worked with these low achievers or developing a good rapport, personal knowledge of their students. Only one teacher expressed an interest in gaining conceptual knowledge when she stated that she wanted, "to learn about the overall nature of reading and math instruction".

Teachers' notions of what they want to know in order to teach reading to Chapter I students can be interpreted as ways in which they conceptualize what it means to teach reading with their students. Fundamentally, the SEI teachers' conceptions reflects the administration of practical, effective teaching techniques and establishing good rapport with their students.

Teachers' conceptions of learning to read. In order for students to become better readers (Hannah), do better on tests (Eileen) and "...catch up to the rest of the students or at least maintain a respectful level of advancement and certainly not fall further and further behind" (Paul) students must change their attitude, gain

additional life experiences, and learn basic skills. Five teachers suggested that students' attitudes were a constraining factor in their learning to read. Three teachers communicated that these Chapter I students needed additional life experiences that would enrich and broaden their horizons. And, only one teacher focused on students' academic needs when she stated that these students needed to improve their basic skills.

Teachers did not focus on their students as learners. While the affective was apparent in their responses the cognitive was missing. However, as was evident in a summary of what teachers perceived to be important to know in order to teach Chapter I students, skills and techniques were the most highly rated factors perceived as helping teachers become more effective and students become successful. A distinction has been made between teachers' comments regarding what it means to teach reading to Chapter I students and what it means for them to learn to read for organizational purposes. However, it is the authors' point of view that teaching and learning are interactive and reciprocal in nature and that teaching and learning are socially constructed processes. So when teachers say that they need skills, techniques, or formulas to teach reading with Chapter I students, it is possible to interpret that their comments have some relationship to and influence on the ways in which they conceptualize how their students learn: that is, through skills, techniques, or formulas.

Summary. Teachers came in search of professional growth; a learning opportunity during which they would acquire procedural knowledge and come to understand their Chapter I students; a learning

opportunity that would provide them with answers -- answers found in ideas, skills, techniques, and new ways of teaching. They also came searching for an opportunity for their Chapter I students, one that would significantly change the attitudes of their students and provide them with enriching life experiences.

However, looking at the ways in which teachers characterized what they were in search of suggests that teachers came to the Institute with certain ways of thinking about Chapter I students, what it means to teach reading to Chapter I students, and what it means for Chapter I students to learn how to read. Data collected from the Pre-SEI questionnaire suggests that before the Institute began, teachers' conceptions of the teaching and learning of reading with Chapter I students were based on a deficit model. Teachers characterized them as "lower children". Their learning to become better readers was linked to having more life experiences and a better attitude toward school, school subjects, learning, and themselves. Teachers did talk in terms of being more effective with their students but did not directly refer to their learning or academic needs in terms of the kind of knowledge or instruction students needed except for one case where the teacher indicated that the students needed to better their skills. Most teachers' conceptions of the teaching of reading focused on procedural knowledge or knowledge and performance of skills, techniques, or formulas. Teachers also perceived that they would be more effective and students would have better attitudes toward learning if teachers had a better understanding and a better rapport

with their students. Only one teacher expressed the need for conceptual knowledge regarding the nature of reading.

Before the Institute began, the focus was on the defective Chapter I student who would do better in school, in reading, and in math if they had a better attitude. Before the Institute began, teachers' conceptions of what it meant to teach reading to Chapter I students focused on acquiring and performing certain skills/techniques. What follows next are the findings gathered from the questionnaire administered to teachers on the last day of the Institute. While this questionnaire also investigated the facilitating and constraining factors of the staff development model implemented during the Institute, that data will be reported at a later time. For now, the focus on teachers' conceptions of Chapter I students and the teaching and learning of reading with those students will continue.

Pre-SEI Questionnaire

Teachers' Reports on New Understandings Gained about the Teaching and Learning of Reading with Chapter I Students

A questionnaire was given to each teacher the day before the SEI ended. (See Appendix E for the Post-SEI questionnaire). The format of the questionnaire was explained and teachers had an opportunity to ask for clarification. Teachers were given overnight to complete the questionnaire and instructed to turn the questionnaire in before they left the Institute on the following day. Eighteen teachers completed the questionnaire.

The Post-SEI questionnaire was, in part, designed to investigate teachers' perceptions related to what new understandings they were gaining about reading and the teaching and learning of reading with Chapter I students and which of those new understandings they planned to implement in their classrooms during the next school year.

The first three questions were:

What are some new understandings you have gained at this Summer Enrichment Institute about instruction and learning? (please note which relate to reading and/or math)

How do these new understandings differ from your previous ways of thinking about instruction and learning in reading and/or math?

Which of these new understandings do you expect to incorporate in you classrooms next year?

New understandings were defined on the questionnaire as including but not limited to instructional strategies, concepts, and personal attitudes. The first question investigates the new understandings, the second question asks in what ways the new understandings are different from their prior conceptions, and the third question focuses on teachers' implementation efforts which would incorporate the new understandings. Posing the question about which new understandings teachers expected to incorporate was important in and of itself; it served to inform the Institute sponsors and instructional leaders about what new understandings teachers were planning to implement; it served to help teachers think about what they were going to use; and, for this thesis, it served as another means to delve into what new understandings teachers had gained. The rationale for this latter point being that if teachers planned to implement any of the new

understandings they had gained, then it is likely they perceived that they had a reasonable understanding of the new idea.

Teachers' responses to the questionnaire have been analyzed in the same manner as were the responses to the pre-SEI questionnaire, namely content analysis. Interrater agreement on the coding of categories for this questionnaire was 92%. Since one focus of this dissertation is on teachers' evolving conceptions of reading and the teaching and learning of reading with Chapter I students, the focus in reporting data from this Post-SEI questionnaire will be on teachers' new understandings and how they differed from their previous ways of thinking rather than on those new understandings that they expected to incorporate during the next year.

Teachers' responses to the first three questions have been collapsed and categorized into new understandings they have gained about reading, the teaching and learning of reading, learning to read, the contexts of teaching and learning, Chapter I students, and how those new understandings differ from their previous ways of thinking. (See Table 5.2). Only those comments which reflect teachers' reports of their new understandings will be reported. An examination of the number and substance of teachers' comments within each category will follow:

Table 5.2 New understandings gained during phase I

New Understandings	n
Reading (9)	
skills/problem solving strategies	7
reading as a process	5
reading must make sense	3
The Teaching of Reading (16)	
Teaching strategies	16
explicit explanation (7)	
modeling (7)	
interactive dialogue (7)	
Planning strategies	5
recast skills as problems (5)	
solving strategies (3)	
teach to an objective (3)	
modify the teacher's guide (3)	
Learning to Read (10)	
Learning as restructuring	6
Teaching and learning as interactive	2
Real life	2
The Contexts of Teaching and Learning in Reading (5)	
Support from local district	4
Creating a literate environment	3
Reading can be Fun	2

Reading (9 teachers). What is reading? Nine teachers provided written evidence that they had gained new understandings about reading. Most comments about reading reflected an understanding that the reading process required certain skills which were necessary to employ when trying to make sense of text. Seven of these teachers characterized reading as a process of using skills as problem solving strategies or fix-it strategies to be employed only when the learner experiences a blockage or is not able to make sense of the text. One teacher reported that previously she had thought about "...the teaching of skills as something that kids should just learn and then hopefully use when they needed to". Now she thinks "that skills are really fix-it or problem solving strategies". Another teacher reported that "not to teach a skill in isolation but rather teach the skill as a strategy that is relevant to understanding the material presented" was a new understanding he had gained while another teacher commented that "reading skills needed to be taught as strategies to unlock meaning".

Teachers also characterized reading as a process (five teachers). Some only made reference to the reading process when they commented that either they or their students should understand the importance of the reading process. Others referred to the reading process in more particular ways when they described the reading process as that which helps connect a child to content or that reading lessons might focus on process rather than on content. Reading as a process of sense making (three comments) was noted by others as necessary and important

to help students to keep in mind as they read text and engaged in problem solving related to that text.

The Teaching of Reading (16 teachers). Most teachers expressed that they had gained new understandings related to reading instruction. These reported new understandings referred to teaching strategies used to plan and teach the lesson.

Teaching strategies during the lesson (16 teachers). Teachers' responses focused on teaching strategies designed to promote student learning. These strategies were part of the interactive model of reading instruction presented to teachers during their reading seminar [see Appendix D-for a diagram of the Instructional Model Sequence]. Several references related the importance of explicit explanation, (seven teachers) or telling students what the lesson is about at the beginning of the lesson and then reviewing it at the end: "what" they are learning, "when" they will use this information or problem solving strategy (what real-life application it has), and "how" they will use it. When one teacher stated, "I will work on being more exact in my instruction; in making the goals and outcomes as it relates to the student more clear and precise, she was focusing on explicit explanation just as another teacher was when she stated, "...we need to teach the kids the what, when, and how understandings of what they are learning". (Teachers had explored the notion of an explicit explanation as a part of the instructional model during the SEI.) While "The importance of clearly stating what you are teaching, why, and how it will help the student" was the one new understanding which received the most comments there were two other teaching strategies

performed during the actual teaching of the lesson which were mentioned by teachers as being new understandings they had gained: modeling and interaction between teacher and students.

Another teaching strategy learned was modeling (seven teachers). While some teachers just mentioned that it would be important to encourage their students to talk or think aloud, other teachers focused on why it was important to teach using this strategy. "What I thought was clear and concise instruction was not and teacher modeling was not emphasized... Modeling to students is important rather than assuming they know what we mean". Another teacher stated, "I learned that modeling is a legal technique in teaching. In an attempt to avoid being an egocentric teacher, I never before used my way as a sample. Rather I would say 'try this' without telling them that the process was what I myself was using".

An additional new understanding related to interactions between teachers and students (seven teachers) during lessons which focus on problem solving strategies. Since teaching and learning are interactive processes, it is possible to infer that these comments belong both in the categories regarding the teaching of reading and learning to read. Comments will be counted in both places as teachers' comments indicated that they did understand the reciprocal relationship between the two. However, illustrative teachers' comments will be reported only in this, "The Teaching of Reading" section.

Teachers' responses about this interactive process ranged from acknowledging its importance to telling what they understood about it.

One teacher indicated that he would "...strive for more interaction with students because I have had good interaction with students, finding out if they understand something, but seldom probed how they thought about it". Another teacher expressed that she previously "...gave instructions, asked for responses but did little of the interaction". She continued to say that she had "...gained a better understanding of the importance of the student understanding the reading process. This involves the interaction between student and teacher; the talking through the thinking that goes on". Still another teacher indicated that he would "...have more interaction with students. Previously it was here's what we're going to do -- now do it. There was too much emphasis on the what and not enough on the why and how phase".

While the preceding new understandings focused on particular aspects of the interactive model of reading instruction, two teachers referred to the notion that there is no one reading method instructionally effective with all learners.

Planning Strategies for the Teaching/Learning Event. (5 teachers) In response to the new understandings they had gained, some teachers also noted that it was important to plan ahead and make decisions about which reading skills actually related to the selected reading, which objectives to choose, how to teach to an objective, and how to modify the basal. Thinking about reading skills as problem solving strategies meant that teachers needed to recast skills as relevant problem solving strategies (five teachers) while planning the lesson. Teachers documented that it was important "not to teach a

skill in isolation but rather teach a strategy that is relevant to the material presented". Other comments focused on the frustration of teaching skills according to the basal which "...doesn't always allow for that because the skills sheets usually relate directly to the information in the story rather than focusing on skills needed to interpret the story".

Teachers also reported on their new understandings of teaching to an objective (three teachers). Their comments referred to types of objectives and the need to construct objectives for different lessons which might focus on attitudes toward reading, problem solving processes needed when reading (skills/fix-it strategies), and the content of reading (comprehension). They also focused on "how to build a lesson so the outcome after student restructuring will reach the concept you want". An additional statement was "Zeroing in on one objective per lesson and measure it, rather than trying to cover just a whole section of material at one time... and being more discriminating about types of exercises used to reinforce that particular skill".

Finally, teachers communicated new understandings that it was both necessary and legal to modify the basal teachers' guide (three teachers) from the basal reading series if they were going to meet their students' needs. One teacher commented that her understanding was

Not to be stilted by guidelines which expect a student to cover a certain amount of material in a book for the sake of covering the material, but rather teach thinking skills during lessons covered to the pupil, without worrying about covering the basal by a deadline.

Two other teachers indicated that their previous way of approaching lessons was to follow a basal's guidelines. "I was always more oriented toward there material to be covered. I am now more concerned with the thinking process and listening for student restructuring".

Learning to Read (10 teachers). Teachers' report of the new understandings that they had gained also revealed their thinking about learning to read. In all comments, teachers referred to students as engaging in particular types of thinking processes. Interactions between teachers and students (seven teachers) which teachers reported as influencing both instruction and learning were delineated in the "The Teaching of Reading" section and will not be repeated here [see page 154]. Learning as restructuring (six teachers), or the notion that as students read they become involved in a thinking process of interpreting text and restructuring their own prior knowledge, was reported as a new understanding. A new understanding for one teacher was "the concept that learning occurs when students restructure a new experience based upon their prior background knowledge". Another teacher understood that one must promote interactive exchange to listen for student restructuring". Still another teacher made reference to learning as restructuring when she said she had previously understood "learning as simply remembering what has been "poured" in, with no sense-making or restructuring involved". She had learned "The idea that learning is interpreting experiences in order to make sense".

New understandings gained about learning to read for other teachers focused on the interactive nature of teaching and learning

(two teachers). One teacher stated that "Learning is directly related to how clearly instruction is given and modeled" while another teacher had gained the new understanding that modeling was an instructional technique that could be used in many contexts, she also realized its relationship to learning as evidenced by her statement regarding "how really important modeling is in everything and its relationship to student learning".

Finally, teachers related connecting what students were learning to real life situations (two teachers) as another critical influence on student learning. One of them suggested that while telling the students exactly what they were going to learn they must also give them true life situations for which they apply.

The Contexts of Teaching and Learning in Reading (5 teachers). New understandings gained at the SEI also focused on contextual factors. Some teachers began to link what they were to learning to the importance of support in their local school (4 teachers). When teachers were asked which of these new understandings they expected to incorporate into their teaching practice, two teachers predicted that the support of their SEI teammates (others teachers and their instructional leaders) would help them put into practice the new understandings they had gained. Two teachers stated that even though they had gained some new understandings that they wanted to incorporate, certain system constraints had the potential to influence their further efforts. One such comment pointed out that while all the new understandings gained at the SEI would be "incorporated in varying degrees. It holds water as long as the system (time

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restraints, scheduling, teacher cooperation) doesn't pull the plug". Another comment, reflective of how the new understandings gained differed from a previous way of thinking about instruction and learning, emphasized that it was important "Not to be stilted by guidelines which expect a student to cover a certain amount of material in a book for the sake of covering the material".

Creating a literate environment (3 teachers) was an initial focal point for the teachers' reading seminar. Teachers and SEI instructors examined the issues of what it means to create a literate environment, why the literate environment is important, and how to build such an environment. Two comments focused on the need to "strive for" and create a literate environment while one comment stressed "the influence that the literate environment has upon learning as a new understanding gained at the SEI.

The notion that the teaching and learning of reading can be fun (2 teachers) was compelling to two teachers. Guidelines for how to think about new understandings on the questionnaire were offered as relating but not limited to teaching strategies, concepts, and personal attitudes. While all comments previously offered as data regarding reading, and the teaching and learning of reading are in some way interrelated with personal attitudes, two comments, in particular, focus on personal attitudes; that is, this way of teaching means "we can have more fun -- legally".

Summary and Data Analysis from the Post SEI Questionnaire. Phase I

Summary. At this juncture in the data collection procedures teachers have just completed Phase I of the Institute held at Michigan

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State University. Teachers have been asked to write about the new understandings that they have gained at the Institute, how these new understandings differ from their previous ways of thinking and which new understandings they expected to incorporate in their classrooms during the next school year. The findings have focused on which new understandings teachers have gained. These new understandings, analyzed in terms of numbers of teachers reporting content units, surfaced content units or new understandings in the following categories: reading, the teaching of reading, learning to read, and the contexts of teaching and learning in reading.

Eighteen teachers' reported they had gained new understandings. Content units regarding new understandings gained in reading accounted for 9 of the 18 teachers. These content units focused on understandings that the reading process required certain skills which were to be considered problem solving strategies to be employed only when students were not making sense of the text. Reading also came to be understood as a process; an interactive process involving students' attitudes, prior knowledge, the content of the text, and the process of sense making.

Sixteen teachers' written responses revealed new understandings gained about the teaching of reading. Most of these new understandings referred to teaching strategies used during the lesson, such as: explicit explanation, modeling, interactions between teachers and students, and no one reading method. Planning strategies before the lesson such as recasting skills as problem solving strategies, teaching to an objective, and modifying the teacher's

guide were also reported by teachers as new understandings gained about the teaching of reading.

Information about the processes involved in learning to read was identified by ten teachers as a new understanding gained during the SEI. Here teachers commented about the importance of interactions between teachers and students, learning as restructuring, the interactive nature of teaching and learning, and how learning to read is enhanced when connected to real life situations.

Finally, five teachers reported that they had gained new understandings about the contexts of teaching and learning in reading. Teachers wrote about gaining support from their local school district, creating a literate environment, and the idea that teaching and learning in reading can legally be fun.

What did teachers report to learn about reading and the teaching and learning of reading with Chapter I students? According to the teachers' comments, teachers primarily learned new ways to think about and practice the teaching of reading. All but two respondents focused on new understandings related to particular aspects of teaching and planning strategies. There was also a substantial focus on new ways to think about learning to read which were reported by ten teachers. Teachers concentrated the rest of their reported new learnings on new understandings regarding reading as a process of sense making and the contexts of teaching and learning in reading.

Analysis: Teachers' Evolving Conceptions of the Teaching and Learning of Reading with Chapter I Students. Teachers' conceptions, in this dissertation, have been defined as theoretical and practical

knowledge, beliefs, and attitudes that have been and continue to be individually and collectively constructed through a variety of experiences.

In what ways are the SEI teachers' conceptions of reading and the teaching and learning of reading with Chapter I students evolving? It would be impossible to claim that all new understandings reported by teachers were in fact new. It is also unlikely that every teacher who wrote about particular new understandings actually did understand all the complexities of each idea they claimed to have acquired. It is more likely that these new understandings varied in degrees of newness and understanding. However, it seems reasonable to claim that these teachers did perceive that they had acquired new ways to think about reading and the teaching and learning of reading with Chapter I students. And, it is reasonable to claim that these new ways of thinking or these conceptions of the teaching and learning of reading, as reported by teachers, differed in qualitative ways from the conceptions evident in teachers' responses to the pre-SEI questionnaire. The SEI teachers' self-report on the new understandings gained revealed nine teachers who indicated that the understandings they had gained were new and nine teachers indicated that they were modifications of what they already knew or believed.

The message here is not that teachers' conceptions changed; that teachers gave up one conception for another. Rather, the message is that teachers' conceptions evolved; that their ideas began to unfold, that their ideas were influenced by a recursive learning process during which teachers made sense of what they were learning and

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restructured their thinking based on their prior beliefs, attitudes, and understandings, their prior conceptions.

Teachers' Conceptions of Reading. At the end of Phase I, a two week Summer Enrichment Institute for teachers, instructional leaders, and Chapter I students, nine teachers reported that they did gain new understandings about reading. They perceived reading as a process; a process in which students are trying to make sense of text. And, reading requires certain skills or problem solving strategies that the reader must employ when engaged in the sense making process. It is difficult to compare these new understandings with teachers' conceptions of reading before the Institute as there were no questions which focused teachers on SEI content and no direct references in teachers' responses to the first questionnaire which characterized how teachers defined reading.

It is evident that teachers were more inclined to think of reading instruction rather than reading itself both before and after Phase I of the Institute. In the following section which describes teachers' evolving conceptions of the teaching of reading, a more defined sense of teachers' conceptions of reading is gained.

Teachers' Evolving Conceptions the Teaching of Reading. Sixteen of the eighteen teachers' characterizations of reading instruction at the end of the SEI, Phase I, were centered on components of the teaching process. These teachers wrote about planning reading lessons and the need to make decisions about modifying the basal teachers' guide, teaching to an objective, and recasting skills as problem solving strategies. Teachers also wrote about the various teaching

strategies they might consider using at appropriate times during a reading lesson, such as explicit explanations, modeling, and interactions between teachers and students. While some teachers acknowledged the importance of utilizing these teaching strategies, others described why they were important. For the most part, teachers determined that it was important to consider the planning and teaching process in order to help their students make meaning from text. Some teachers understood their students' learning processes and understood that clear instruction and interactions (talking and listening) with students would help students become better readers.

Nine teachers reported that their new understandings about reading instruction differed from their previous ways of thinking. Two of these teachers reported that their new ways of thinking "go into much more detail than I ever thought about before". Others actually explained these new understandings. Some of their descriptions follow:

I was always more oriented toward the material to be covered. I am now more concerned with thinking process, listening for student restructuring, and clearly stating an objective instead of using the teachers' guide.

I will have more interaction with students. Previously it was here's what we're going to do -- now do it. Too much emphasis was put on the what and not enough on the why and how phase.

I've traditionally thought of instruction as "pouring the knowledge in, ...I've viewed the teaching of skills as something the kids should learn, and then hopefully use when they needed to.

My previous way of approaching lessons was to follow a basal's guidelines on how, when, and why. I have had good interaction with students, finding out if they understand something but seldom probed how they thought about it.

Nine teachers reported that their new understandings of reading instruction enforced or were modifications of their previous ways of thinking. Some teachers simply indicated that their new understandings were not that different but now their ideas were legal. Another teacher wrote that she now understood the importance of these teaching strategies and one wrote that these new understandings "...don't differ that much. It's just that these ideas have never been put into words for me before".

Further analysis of teachers' responses to the Pre and Post-SEI questionnaires indicate other differences in the ways in which they thought about the teaching of reading; differences in how they conceptualized teaching strategies. Before the SEI, most teachers were in search of procedural knowledge which they characterized as techniques; general instructional skills; formulas; real, down to earth ideas to be more effective in reading with low achieving students. After the SEI, most teachers continued to focus on procedural knowledge, the how to teach, which they characterized as strategies and processes. However, embedded in this emphasis on procedural knowledge was also an understanding of conditional knowledge; a knowledge of when to employ these teaching strategies. For example, some teachers mentioned teaching skill lessons before reading the story while other teachers explicitly stated not to teach a skill in isolation but rather teach the strategy when it was relevant.

It was also evident in many teachers' comments that they had gained a conceptual understanding of what the teaching strategies

stood for, their theoretical basis. In fact, some teachers wrote about the teaching strategies in terms of new concepts that they had gained while others provided detailed explanations of the concepts along with explanations of pedagogical knowledge they had gained. Perhaps we could think about teachers' conceptions of reading as new understandings about teaching strategies which are based upon their understanding of the reading process. Acknowledging that there is a debate regarding whether reading or literacy is a discipline or a process (McCarthy, 1989), one could state that these teachers had gained pedagogical content knowledge; a knowledge of reading instruction based on the understanding of the reading process.

Teachers' conceptions of what it means to teach reading included some emphasis on planning and making decisions about the purpose of the lesson, how to recast skills as problem solving strategies, modifying the basal, and teaching to an objective. In addition, teachers recognized that the new teaching strategies they had learned required them to focus on the thinking and learning processes involved in teaching students to read. These new ideas about what teachers do or the teacher's role when teaching are unlike those responses to the Pre-SEI questionnaire when teachers came searching for answers, formulas, research findings, techniques to implement; information that could be directly implemented.

Teachers' Evolving Conceptions of What it Means for Chapter I Students to Learn How to Read. Pre-SEI data indicated that eight teachers perceived that in order to become a more effective teacher of reading, they needed to gain expertise and insights into low achieving

students by developing a good rapport or a special closeness with "these children". Before the SEI there was no mention that teachers needed to be attuned to students' thought processes, thinking, and prior knowledge. However, after the SEI, teachers were more focused on an interactive teaching mode which required that they understand students' approaches to learning.

At the end of Phase I, ten teachers explained the new or modified understandings about learning to read they had gained during the SEI. Seven of these ten teachers characterized learning to read as an interactive process between teachers and students, a process which includes talking and listening on the part of teachers and students. Six of the ten also reported that they had learned that reading is a process of making sense out of or interpreting text and this process of interpretation involves students restructuring what they already know in order to make sense of what they're reading. In addition, two teachers wrote that they had come to understand that teaching and learning were interactive; that better learning was influenced by clear instruction. And finally, a two teachers indicated that learning to read was influenced by connecting the learning or reading event to real life situations.

Many teachers' conceptions of what it means to learn how to read, after Phase I of the SEI, were focused on students' thinking and learning processes such as restructuring and interpreting. In addition, teachers' conceptions of what it meant to learn to read included understandings of factors which influenced student learning

such as the students' prior knowledge and experiences, clear instruction, and relating reading/learning to real life situations.

While seven of the ten teachers reported that they had gained new or modified understandings about what learning to read meant, only one teacher described how her new understandings differed from her previous ways of thinking about learning. She reported that her previous ways of thinking was to consider "...learning as simply remembering what has been 'poured' in, with no sense-making or restructuring involved".

Before the Institute, teachers who commented on students learning how to read or becoming better readers focused primarily on the affective; the notion that these Chapter I students must change their attitude about reading and school. A few comments also suggested that students needed additional life experiences to become better readers. Only one comment focused on the need for students to learn the basic skills yet no mention was made about how students would learn those skills.

After the SEI, teachers did not mention the need for Chapter I students to change their attitude. However, two comments did refer to the general need for teachers to plan lessons that focused on attitude. In addition, there was evidence to suggest that after attending the SEI, teachers' conceptions of learning to read changed to a focus on specific processes of student learning and factors that influenced those processes. Not one comment suggested that these processes of learning would be different for Chapter I students. Not one comment referred to Chapter I students as "those children, low

achieving children, or troubled learners". Teachers wrote about these processes as if they applied to all students. Teachers wrote about their students as learners. It could be speculated that teachers did not refer to the kind of students they were working with because the questionnaire did not suggest that teachers connect what they were saying with the kind of students they were teaching. And since the message of the Institute was that Chapter I students were learners and could improve their reading, teachers may have felt it was professionally unacceptable to describe students in a negative manner at the end of the Institute. However, one could also speculate that teachers' conceptions of what it means for Chapter I students to learn were evolving to a more positive perspective.

Teachers' Evolving Conceptions of the Contexts of Teaching and Learning in Reading. At the end of the SEI, Phase I, teachers reported that they had gained new understandings about the contexts of teaching and learning in reading. Teachers wrote about the influence of a literate environment as well as the message to students that reading can be fun, on students learning to read. In addition, teachers began to forecast those factors in the local school such as collegial support, curricular guidelines, time, and scheduling that would affect both the teaching and learning of reading. Like teachers' conceptions of reading, it is difficult to determine how these new understandings of the contexts of teaching and learning in reading are different from teachers' previous ways of thinking as no mention of these contexts were evident in data collected from the pre SEI questionnaire.

Summary. Overall, teachers came to the Institute searching for professional growth opportunities that would provide them with answers, techniques, and new ideas on how to teach Chapter I students reading. They also came so that their Chapter I students would have two weeks of enriching life experiences, while at the same time hoping that the students would change their attitudes about learning, reading, and school. Before the Institute, it seemed that teachers' conceptions of reading focused on teaching techniques that would help Chapter I students become better readers and have better attitudes toward reading; no mention was made of the reading process. Before the Institute, teachers' conceptions of learning to read focused on student attitudes; no mention was made of learning and thinking processes. Before the Institute, teachers' conceptions of Chapter I students reflected a deficit model; there were no positive comments about students' attitudes, students' learning capabilities, or students' life experiences to date.

After Phase I of the SEI, both teachers' self report and data analysis suggest that teachers' conceptions of reading and the teaching and learning of reading with Chapter I students had evolved. Teachers' conceptions of reading evolved to include the view that reading is a sense making and interpretation process which requires the use of certain skills if problems occur. Teachers' conceptions of reading instruction evolved from the enactment of general teaching techniques, of teaching as telling, to one focused on particular aspects of planning and teaching strategies in tune with students' learning needs and styles. Teaching and learning were perceived as

interactive, reciprocal in nature, and including dialogue (talking and listening) between teachers and students. Teachers' evolving conceptions of learning to read evolved from a focus on changing students' negative attitudes toward school to a focus on learning as a restructuring process during which students are trying to link their prior understandings with new information and experiences.

Questions remain as to the extent and substance of SEI teachers' conceptions of reading and as to the extent and substance of their evolution. Were these reported new understandings new or understood? In addition, we must be concerned about teachers being able to put into words what they always believed but were not able to articulate. Perhaps the Institute simply provided vocabulary and legitimacy to ideas or dispositions they already had. Perhaps teachers were treating the questionnaire like a final exam and writing down what they thought the instructor wanted to hear. Nonetheless, we are beginning to construct a picture of the SEI teachers' conceptions of what it means to teach and learn reading with Chapter I students. We are able to see the ways in which a particular group of teachers are continuing to develop new ways of thinking; new ways of thinking about subject matter, themselves as teachers, their students as learning, and teaching and learning in a school context.

Telephone Interview -- Phase II. Midyear

During Phase II, teachers were back in their local school districts teaching not only those Chapter I students that had attended the Institute but also other assigned students. The original staff development model required that teachers and instructional leaders

come to the Institute in school teams. This was designed purposefully so that when the teams returned to their local school setting they would be able to provide each other with moral and intellectual support. In addition, instructional leaders were given the opportunity to attend monthly meetings during which they would continue to discuss innovative teaching and learning strategies in reading and mathematics. In turn, instructional leaders were to continue sharing these innovations and conversations within their own school teams. Another professional growth opportunity was provided on two other occasions during Phase II when all school teams (teachers and instructional leaders) were invited to attend a renewal session at one of the vocational education schools in close proximity to all participating schools. SEI instructors were facilitators for this session; they continued to provide input on what it means to teach reading strategically and lead discussions with teachers about their continued learning and implementation concerns. Finally, professional growth opportunities were offered for each team during Phase II when the SEI instructors visited each school site so that school teams would have yet another opportunity to voice their concerns and dialogue with other educators who shared their same interests.

An additional opportunity to study teachers' evolving conceptions occurred mid-way into Phase II of the SEI during the following months of February and March and approximately six months after SEI teachers had attended the two week Institute at Michigan State University. It was determined that personal interviews with all teachers would provide a rich opportunity to delve further into teachers' thinking,

to ask for points of further clarification if needed. Since the teachers taught in nine different school districts, it was further determined that phone interviews would be a more efficient way to conduct the interviews. The interviews were developed and sent to teachers in advance of a pre-scheduled phone conversation so that teachers would have an opportunity to consider what it was that they wanted to communicate. (See Appendix E for a copy of the Phase II phone interview with SEI teachers and a copy of the letter sent to teachers regarding the interview and interview date.)

Since teachers had begun to suggest at the end of Phase I, that they had gained some new visions of reading and the teaching and learning of reading, it seemed important to gather additional data regarding teachers' conceptions after they had a longer time to think about these new ideas and had continued to learn about these innovative teaching practices while trying to incorporate them into their actual teaching practice. This time questions were structured to help teachers think about their teaching, their thinking about teaching, the teaching role. In addition, teachers were asked to think about their students as learners because the questionnaire following Phase I of the SEI had not explicitly asked teachers to talk about their students. Pre-SEI data had also suggested a minimal understanding or awareness of their Chapter I students as learners. (See Appendix E for the Phase II Telephone Interview, p. --)

As a result of your participation in the SEI, how has your teaching been different this year?

As a result of your participation in the SEI, how has your thinking about teaching been different?

Has your view of the teaching role changed? If so, in what ways?

Has your view of the student as learner changed? If so, in what ways?

Only those questions and teachers' responses to those questions which further the study of teachers' conceptions of the teaching and learning of reading with Chapter I students will be described. At the time of the interview, there were eighteen teachers remaining in the SEI project. It was necessary that one teacher drop out because of physical reasons and the other teacher had been transferred. Sixteen of the eighteen teachers or 89% of the teachers were interviewed. In order to insure that teachers' comments reflected what they actually stated, all statements were repeated for the teachers during the actual interview so that spontaneous corrections could be made. Interrater reliability for the coding of teachers' responses to the interview was 87%.

Table 5.3 Teachers' report of evolving conceptions - phase II, midyear

	Yes n	No n	No Response n
Teaching Different	15		1
Thinking about Teaching Different	14	2	
View of Teaching Role Different	11	5	
View of Student as Learner Different	12		

SEE TABLE 5.4 ON FOLLOWING PAGE

Table 5.4 Teachers' report of evolving conception - phase II midyear

Differences	n	Differences	n	Differences	n	Differences	n
<u>Teaching Different</u>		<u>Thinking About Teaching</u>		<u>View of Teaching Role</u>		<u>View of Student as Learner</u>	
<u>Teaching the Reading Lesson (10)</u>		Students as Learners	7	Teaching as Facilitating	7	As Active Learner	7
Teacher/Student Interactions	7	Teaching as Decision Making	4	Teaching as Decision Making	2	Student Attitude	3
Modeling	2	Teaching the Lesson	3			Teaching Strategies	2
Explicit Explanation	2						
Skills before Story	1						
Prediction	1						
<u>Planning the Reading Lesson (8)</u>							
Modify Teacher's Guide	4						
Create Literate Environment	2						
Teaching to an Objective	1						
Explicit Explanation	1						

Teachers' Evolving Conceptions

As a result of your participation in the SEI, how has your teaching been different? Fifteen teachers reported that their teaching had been different since the Institute. Eleven simply stated that it was different, while four characterized the difference as a modification of previous teaching practices. One new teacher abstained as she had no prior experience for comparison. Teachers' responses indicate that their teaching had been different primarily in terms of the teaching of the reading lesson (providing for teacher/student interactions and incorporating particular instructional strategies) and planning the reading lesson (including the authority to modify teaching materials, creating a literate environment, teaching to an objective, and constructing the explicit explanation). (See Table 5.3 and 5.4).

Teaching the Reading Lesson (10 teachers). The majority of these teachers' comments related information regarding interactions between teachers and students (7 teachers). These teachers were referring to purposeful dialogue (the talking and the listening) between teachers and students and during which teachers are able to understand the ways in which students are thinking and restructuring. Listening to students think aloud about what they were learning seemed to keep these teachers focused on thinking processes. Teachers' responses not only indicated that they engaged in interactive teaching but also understood why it was important. The statements of these teachers reveal their understanding of the interactive teaching/learning process:

I have changed my thinking and it is very different than my student teaching. I hadn't explored kids giving feedback to you on what you had taught. Kids telling you, finding out what they learned from what you taught. Sometimes, it doesn't match (Paul, fifth grade teacher).

I have changed my teaching style. I get more student feedback about what they're understanding and restructuring. Then I have to think about what I said to them. I think through the process in explaining exactly what it is I want them to learn (Morey, sixth grade teacher).

I can see that my teaching has been different. When I work with reading comprehension, I now think about the prior knowledge the students bring to the lesson. I have the students explain the way they were thinking (Betsy, reading and math skills teacher).

Other teachers' comments revealed that they now incorporated teaching strategies such as modeling (2 teachers), and explicit explanations (2 teachers) into their teaching practice especially as they related to helping students understand the lessons' connection to real life situations. Teaching the skills before the story (1 teacher), and encouraging students to make predictions (1 teacher) that make sense while they are engaged in reading text were also mentioned as differences in teachers' reading instruction.

Planning the Reading Lesson (8 teachers). Another group of teachers' responses revealed an emphasis on planning or teacher decision making before reading lessons began. Here four teachers focused on modifications of the basal teachers' guide, student assignments, and other materials. They spoke of themselves as being in charge, being the authority, and making decisions about what should be taught based on their students' needs and what they now understand about reading and reading instruction. "I now feel I am speaking from a position of authority. I am in charge instead of the material" (Flora, fifth grade teacher). Another teacher indicated, "My teaching

is different in the things I look at and I am much more selective about what I teach. I select materials and objectives that relate to the student" (Muriel, fifth grade teacher). Yet another teacher, in describing how her teaching was different said, "I have mainly concentrated so much more on relevancy. As the talons of the basal reading series pull me, I ask what, when, and how. I don't put my faith in any one series" (Eileen, reading skills teacher).

Creating a literate environment (2 teachers). Creating a literate environment was offered as another difference in these teachers' instructional practices. One teacher explained that "Every week we have a "special" to earn like taking walking trips to the newspaper, other businesses or organizations around town. It's kind of like the springboard activities and I tie all of these into their assignments" (Hope, seventh grade teacher).

Other differences in teachers' teaching and related to planning lessons surfaced comments about the importance of teaching to an objective (1 teacher) and thinking through the explicit explanation (1 teacher).

As a result of your participation in the SEI, how has your thinking about teaching been different? Fourteen teachers reported that their thinking about teaching was different and two reported no change. Most teachers comments about their thinking focused on the student as a learner, some focused on teachers as decisions makers, and some focused on teaching strategies.

Understanding Students as Learners (7 teachers). Teachers reported thinking differently about their students as learners. Three

of the seven teachers expressed how they thought about students restructuring knowledge and the implications restructuring had for their teaching. The three teachers stated

I used to think about teaching in a different way. I looked at teachers as people who came in and poured knowledge in kids heads. Students were empty vessels and teachers gave information. But now I think of teachers creating experiences for students to help them restructure what they're already thinking (Betsy, reading and math skills teacher).

I hadn't explored kids giving feedback on what I had taught. Now kids are telling me. I'm finding out what they have learned from what I have taught and sometimes it doesn't match (Paul, fifth grade teacher).

I think about how students restructure prior knowledge and use it to help to make sense out of what they are learning. I'm trying to understand what they're thinking and I think about how I can explain things in different ways (Hope, seventh grade teacher).

One teacher thought about her students' needs in terms of the "...552 failure strategies which they use that are very sophisticated" (Flora, fifth grade teacher). She went on to state that this year she had "...to start where the student is. I have to help him see himself as a reader. I spend my time thinking about students and groups of students....". Another teacher recognized active learning on the student's part when she stated that the "... awareness of [her] own role has changed significantly. I think of the student as being an active participant. Both of us being active participants" (Eileen, reading skills teacher). Finally, one teacher focused on her own attitude change in terms of the student learner when she stated, "I have been much more positive with kids. I have tried to turn myself around from having a negative attitude toward the slower learner" (Lana, fifth grade teacher).

Teacher as Decision Maker (4 teachers). In addition to a difference in their thinking about student learning, four teachers reported a difference in their thinking about the teacher as an authority they have when making decisions about the basal series and other materials. One teacher reported that she was "finding the basal boring and monotonous" and was beginning to "question why we need to use this" (Robin, fifth grade teacher). Another teacher reported, "I think much differently about picking and choosing materials. Now I look at my objectives, then I look at materials. And then I make it make sense" (Kitt, reading and math skills teacher). Yet another talked about being an authority over materials when she expressed

It's very easy to get discouraged. It's hard to see with the regular reading material (or basal approach) if you're making any progress. I often feel I'm not getting anywhere when I use the basal... This year is different though because I intervene... I think about appropriate materials for those students. What am I teaching that's going to be useful to them? This helps me order my mind. I know where I'm going (Flora, fifth grade teacher).

Teaching the Lesson (3 teachers). Teachers new ways of thinking followed familiar themes regarding teaching strategies. Two teachers' statements centered on the need to think hard about the explanations offered to children, such as the explicit explanation. One teacher's comment is particularly revealing in that respect

Yes, my thinking about teaching has been different. As I work with my other classes these other strategies pop into my mind. I think, 'I gotta get this strategy in here. While on the outside I may not have changed that much, I am thinking differently (Lillian, sixth grade teacher).

There were only two teachers who reported that they had not thought differently about their teaching as a result of participating in the SEI. One just simply said that she did not think differently

and another teacher who had recently attended a series of Madeline Hunter teacher effectiveness training sessions along with her principal, stated that she thought about her principal using "... EEEI [Essential Elements of Effective Instruction] and the research from EEEI, like active participation, teaching to the objective, and motivation" (Norma, fifth grade teacher). Both teachers and the principal from the school spent a great deal of time during the SEI practicing the EEEI during the times assigned to practice strategy instruction.

Has your view of the teaching role changed? If so, in what ways?

This third question was yet another opportunity to continue exploring how the SEI teachers were thinking about their changing view of teaching. It was hoped that this deliberate focus on the teacher's role would uncover teachers' thinking about what it means to teach rather than additional comments about their new ways of thinking about particular teaching strategies. Twelve of the sixteen teachers indicated that they did view the teaching role in a different way and four indicated that they did not believe that their view had changed. Of the twelve that indicated a change, their thinking clearly focused on two main ideas: teaching as facilitating and teaching as decision making.

Teaching as facilitating (7 teachers). These seven units reveal a change in how teachers perceive their role. In essence, all seven teachers indicated that they had previously viewed the teaching role in a more didactic manner and now conceptualized teaching as facilitating. Following are several teachers' responses:

Before teaching this first year, I expected to be doing a lot more lecturing. I expected to be the one teaching instead of having students participating. This way -- explaining and then having students provide feedback on what I had taught -- is a lot more productive (Paul, fifth grade teacher).

I looked at the teacher who came in and poured knowledge in those empty vessels -- the teacher giving information. We have to create experiences and help students restructure the prior knowledge they have. The teacher is more of a facilitator, a director who is actively making students involved. The teacher is modeling and monitoring how students are restructuring (Betsy, reading skills teacher).

Traditionally, I have looked at the teacher as the knowledge giver. I have approached teaching from that point of view. Now I realize that the important thing is the give and take between the teacher and the student.

I see it as not being just didactic. Not just a disseminator. A teacher must be a facilitator and a participant.

Teaching as Decision Making (2 teachers). As was evident from a previous question during this interview, teachers thought differently about themselves as decision makers. They felt they had the "right to choose a book and not be hooked into materials -- I want to hunt and pick materials" (Glenda, reading skills teacher). In addition, another teacher reported that she was "... much more confident. Now I have arguments with the reading specialist about not covering certain material. I feel I'm competent enough to make decisions" (Robin, fifth grade teacher).

Five teachers indicated that they did not view the teaching role in any new way. While four simply stated that they did not view the teaching role in any new way, one stated that she didn't think it had changed but then went on to state, "I am doing more modeling in reading -- going through thought processes. And, I have tended to do

more guided practice". One final teacher stated that the Institute had reinforced what she already believed about the teaching role.

Has your view of the student as learner changed? If so, in what ways? Pre and Post Phase I questionnaires indicated that many teachers' conceptions of Chapter I students had evolved from a deficit view of "those kind of students" to a more positive view of students as learners, capable of processing ideas. This interview question was posed to ascertain how teachers were continuing to think about their students. Teachers' oral responses to this interview question, posed mid-way into Phase II, reveal that twelve teachers perceive that they have changed their view of the student as a learner. Four said they hadn't changed their view of the student.

Students as Active Learners (7 teachers). The SEI teachers spoke of their new understanding of the cognitive processes their students were capable of using. When this teacher spoke of her students taking an active role she stated, "While they are thinking outloud and restructuring what they think I said, it forces them to take an active part" (Unise, sixth grade teacher). Two teachers' descriptions reflected how their thinking had evolved from a behavioristic perspective to a more constructivist position on learning.

The students cannot be a passive participant and just soak up information. I never thought about the student bring prior background knowledge to the new learning situation. If a students didn't restructure the way I thought they should, I just thought they weren't paying attention, they weren't listening. Students need to take more of an active role, be an active participant (Betsy, reading skills teacher).

I no longer see the student as a receptacle for knowledge. Through interaction I have come to know the student's thinking as

well as personality. We are much more an equal through interaction. It's not the material that is what I focus on but what the student brings to the experience (Eileen, reading skills teacher).

The student has to be a more active participant in the learning process -- in terms of giving back information. The student is asked to think through what he thinks is being taught. Sometimes their thinking is different. I think I may be clear, but it may come out differently. I have them go through the lesson step by step showing and telling how they're doing it (Morey, sixth grade teacher).

One teacher did not focus on the cognitive processes of learning but rather indicated that "It's such a relief to think that teaching and learning is a shared experience. Students can be teachers too" (Hope, seventh grade teacher).

Student attitude (3 teachers). Once again teachers acknowledge that student attitude is one of their concerns. However, rather than focusing on the idea the students need to change their negative attitudes, two of these teachers focus on how they need to modify materials and their teaching strategies in order to meet their students' needs.

With the slower kids, I realize the importance of their attitude. Before it was you have to do this. Now I think about where they're coming from. I put more emphasis on what and why they do things. We work to gether in groups and we read together rather than by themselves (Robin, fifth grade teacher).

My view of the student has changed especially in reading. I had a tendency to stuff curriculum. I would bring kids to the curriculum. Now I start with the kids. I have to get to all those feelings they've built up. I had to get in on their failure strategies. I have worked out a contract. I have a success to trade you. This has worked out beautifully. This is what has thrown me. By the time students are in the fifth grade they have built up many failure strategies. I ask, can I intervene anyway? Can I make a difference? I think so and kids are feeling differently (Flora, fifth grade teacher).

The other teacher who indicated a concern with students' attitudes was still struggling with the issue when she stated, "Kids labeled as "slow-learners" aren't as low as what I had thought they were. If we just put them in the right setting, with motivation and a change of attitude -- Even though sometimes I have to struggle with my patience" (Lana, fifth grade teacher).

Teaching strategies (2 teachers). Two teachers indicated that they thought differently about their students in terms of the teaching strategies they needed to implement in order for their students to be successful learners. One teacher stated that she was "...more direct with students. They are more apt to learn if they know why they are learning something" (Glenda, reading skills teacher). The other teacher's statement was very similar in that she felt it was "...easier for the students to pick up skills in the story if you preview the skills with them before they read. I show the exact skills to them. I know I didn't do it that way in reading because it was not set up that way in the basal series" ((Muriel, fifth grade teacher).

Three teachers simply indicated that their views of the student as learner had not changed and one teacher stated that while her views had not changed she was much more comfortable with her SEI students as "They seem very, very comfortable knowing who we are and vice versa" (Norma, fifth grade).

Summary: Teachers' Interview. Phase II -- Midyear

The telephone interview conducted midway into Phase II was an important opportunity to continue gathering data after teachers had

several months to continue learning and practicing the new ways to approach reading and reading instruction introduced during the actual Institute. This interview was specifically designed to investigate how teachers were perceiving differences in the way they were teaching, thinking about their teaching and the teacher's role, and in the ways they viewed students as learners.

All but one teacher reported a difference in their teaching since the SEI, Phase I. They reported differences related to teaching the reading lesson and planning the reading lesson. When articulating how their teaching during the reading lesson was different than before, several teachers indicated they were interacting more with their students during the lesson. This allowed them to understand how students were processing the strategies being taught. In addition, a few teachers indicated they were focused more on the thinking strategies involved in the reading process as was evidenced by their inclusion of the modeling and explicit explanation strategies into their teaching practice.

Half the teachers also indicated that their teaching of the reading lesson was different than before because of the ways in which they planned the reading lesson. Several teachers stated that they modified the basal teachers' guide in terms of the teaching strategies, assignments, and materials suggested. They taught from a position of authority and could make these needed alterations based on what they now understood to be important for students. A few other teachers also indicated that when they planned the reading lesson, they thought about creating a literate environment, teaching to an

objective, and thinking through the explicit explanations in advance of the lesson.

All but two teachers indicated that they now thought about teaching differently. Here the majority of their comments centered on understanding students as learners. They specifically indicated that their new understandings about how students restructured prior knowledge, the ways in which they considered their students' needs, attitudes, and active learning styles informed their teaching practice. A few teachers described how they were thinking about the teacher as a decision maker, especially as it related to having authority over the basal reading series. Finally, a few teachers stated that they thought about teaching strategies differently. These teachers thought hard about the explanations offered to students during the lesson and also thought about strategy instruction in reading as well as other subject areas.

Teachers were also asked to respond how their views of the teaching role had changed. Here they focused on teaching as a facilitating and decision making process. Teachers who described the teaching role as facilitating were focused on helping students process what they were learning rather than pouring knowledge into students. Teachers who described the teaching role as decision making indicated that they were knowledgeable enough to make decisions about teaching strategies and materials, especially as related to the basal reading series.

Eliciting teachers' thinking about how they were viewing their students as learners revealed that twelve teachers thought their views

had changed. They explained how they currently viewed students as actively constructing and reconstructing knowledge rather than as passive learners or receptacles for knowledge. Much more emphasis was placed on the interactive nature of teaching and learning and a focus on the thinking process. Three teachers expressed that they were still concerned about students' attitudes. They emphasized how they needed to modify their teaching strategies and materials as they now understood where their students were coming from.

Analysis: Teachers' Evolving Conceptions of the Teaching and Learning of Reading with Chapter I Students

At the end of Phase I when the Institute came to a close, teachers reported that they had gained new understandings about reading, the teaching of reading, learning to read, and the contexts of reading. They conveyed an understanding of reading as a process of sense making and the teaching and learning of reading as an interactive process during which both teacher and student actively engage in the exchange of thoughts-in-progress. Many teachers reported moving away from a view of reading instruction with Chapter I students as teaching basic skills to lower achieving students with defective attitudes. Teachers indicated they had gained many new understandings about appropriate teaching strategies to use throughout the interactive model of reading instruction they had learned. They reported to be more focused on creating literate environments in which their students understood reading as a realistic, sense making process that required both the teacher's and student's use of problem solving strategies when blockages in reading occurred.

Six months later, teachers continued to report that their thinking had changed. How did teachers understand these new ways of thinking about reading and reading instruction six months after the SEI? Were they still thinking about the new understandings they reported to have gained from the Institute? What happened as they went back into their classrooms/schools and worked on a day to day basis with their Chapter I students? Had teachers gone back to their previous ways of thinking, believing, and delivering instruction? Were teachers' notions of the teaching and learning of reading with Chapter I students continuing to evolve?

Teachers' Evolving Conceptions of Reading. At the end of Phase I many teachers reported to understand reading as a sense making process. The telephone interview conducted midway into Phase II did not include questions which explicitly asked teachers how they were now thinking about reading. However, teachers' notions about this matter were revealed in their responses to the questions which focused on how their teaching, and their thinking about teaching, the teaching role, and the student had changed. When teachers reported that their teaching had been different since the SEI, they focused on the teaching and planning of the reading lesson. Here teachers' comments suggested that while teaching reading, teachers must be focused on what their students were thinking, on how they were understanding the lesson. This is evidenced by the seven teachers who described the importance of teacher/student interactions during the reading lesson and the others who commented on modeling, explicit explanations, and predicting, all teaching strategies focusing on cognitive processes.

From this, it is possible to infer that reading continues to be conceptualized by these teachers as a process, both an individual and collective process which can be facilitated by interactive instruction.

Teachers' Evolving Conceptions of the Teaching of Reading. As previously stated, many teachers' comments revealed an understanding of reading instruction as an interactive teaching/learning process. This interactive notion of teaching required that teachers pay more attention to the ways in which students were reconstructing their prior knowledge, the ways in which students were processing the new learning. Teachers acknowledged that this way of conceptualizing reading instruction required thoughtful planning, paying attention to modifying the basal in ways that met students' needs. Some teachers suggested that they now thought more about teaching strategies such as modeling and explicit explanations because they were more focused on process. They also recognized that this new way of approaching reading instruction required that teachers manipulate the environment to stimulate students' reading interests and needs.

It seems apparent that these new ways of conceptualizing reading instruction also influenced the ways in which teachers now characterized the teaching role. When teachers were asked in what ways they viewed the teaching role differently, their comments revealed two major themes: teacher as facilitator and teacher as decision maker. Teachers' descriptions of these two roles centered on students' learning. The teacher as a facilitator prompted students' cognitive processing, active participation during the reading lesson.

The teacher as a decision maker deliberately considered which materials, teaching strategies, and problem solving strategies were appropriate to further students' learning. The evolving conceptions of the teaching of reading for many SEI teachers now seem consistently tied to interactive reading instruction within literate environments and focused on problem solving.

Teachers' Evolving Conceptions on Learning to Read. Teachers' reports of understanding the student as a learner was an evident theme throughout interview. When asked how their teaching had been different, teachers responded that their teaching had been different because of interactions with their students during reading lessons which focused on cognitive processes. They also suggested that their teaching had been different because they now engaged in planning focused on teaching strategies which stimulated students' cognitive processing. When asked how their thinking about teaching had been different, many teachers explicitly stated a concern with understanding the student as an active learner and making appropriate instructional decisions based on students' needs. When asked how their views on the teaching role were different, teachers spoke of teachers as facilitating students' cognitive processing, and making decisions about lessons, teaching strategies, and materials based on their students' learning needs. And finally, when explicitly asked how their views of the student as a learner were different, teachers talked about how students actively participated in lessons by thinking aloud and providing feedback to the teachers about how they were

making sense of the new learnings. Clearly most teachers were focused on students' cognitive processing which promoted learning.

Teachers' Evolving Conceptions of the Contexts of Teaching and Learning in Reading. There were no questions which were explicitly designed to investigate teachers' perceptions of how their thinking had changed related to the contexts of teaching and learning in reading. Nonetheless, a few teachers, when asked how their teaching and their thinking about teaching and the teaching role had changed, did refer to the importance of creating a literate environment in which students could find the materials and/or activities available which would stimulate their reading interests. In addition, when describing themselves as decision makers, teachers also referred to making decisions about the kinds of materials needed during particular lessons and within classroom environments which would stimulate students' cognitive processing.

Summary. The data would suggest that a majority of the teachers who attended the SEI and participated in the telephone interview were continued to think about and implement the various new understandings they had reported to gain during Phase I. After approximately six months back in their local school districts and school buildings, teachers' responses did not indicate that they had reverted to their previous ways of thinking. Teachers have indicated a concern with process: the reading process, the teaching process, and the learning process. It seemed as if most of their comments about these processes centered on understanding students as learners. Teachers reported the teaching process as centered on planning strategies and interactive

teaching strategies designed to promote students' cognitive thought processes. Teachers' reports of the learning process center on students actively engaged in restructuring knowledge and teachers facilitating that learning process.

An evolution of ideas about the teaching and learning of reading with Chapter I students has unfolded. Before the Institute, teachers revealed an understanding of teaching as related to a repertoire of generic teaching techniques. Teachers' descriptions of these teaching techniques were void of any connectedness to the reading process or student learning; teachers simply mentioned the words teaching techniques, real and down to earth ideas, formulas, answers. At the end of Phase I, teachers reported to have gained new understandings in terms of teaching techniques but more often described these techniques as problem solving or fix-it strategies needed to make sense of text. They indicated a conceptual understanding of thinking about reading as a process, a procedural understanding of how to use these strategies, and a conditional understanding of when to use the strategies. Teachers' conceptions of the teaching of reading were connected to conceptual, procedural, and conditional knowledge, pedagogical content knowledge.

Midway into Phase II teachers' conceptions continued to evolve. Their descriptions of what they understand about the teaching of reading seemed to take on a new dimension. Teachers' comments seem less focused on their own teaching behaviors and the accumulation of new, innovative teaching behaviors. Teachers were focused on processes: the reading process, the teaching process, and the learning

process. And embedded in the teachers' focus on these processes was a connection to an understanding of the student as a learner. It was as if all these newly gained understandings and ways of approaching the teaching and learning of reading converged on or took on meaning when connected to helping students learn. Teachers' conceptions of the teaching of reading evolved from an emphasis on generic teaching techniques, to newly gained understandings of these techniques based on conceptual, procedural, and conditional understandings, to an understanding of the aforementioned as they relate to the student as a learner.

Likewise, teachers' conceptions about the ways in which students learn to read seemed to evolve. Data gathered before the SEI, Phase I, uncovered a deficit perspective on students as learners. Chapter I students were described as lower children, troubled learners, and these children who need to have a better attitude. There was no mention of the student as a learner and minimal mention of what students needed to learn except for more basic skills. Teachers primarily wanted their students to participate in the SEI so they would develop better attitudes toward school. After the SEI, teachers indicated new understandings of their students as learners. Teachers offered comments about hooking into students' prior knowledge and facilitating students' knowledge reconstruction. Likewise, midway into Phase II, teachers continue to view their students as learners. In fact, most responses to questions about differences in their teaching, their thinking about teaching and the teaching role were, in some way, related to student learning.

Midway into Phase II, teachers' conceptions of the teaching and learning of reading with Chapter I students continued to evolve. Teachers' rhetoric has revealed a change in how they consider reading, the teaching and learning of reading, the teacher's role, and the student's role. The final questionnaire, conducted one year after the SEI, Phase I, continued to explore these issues.

Final SEI Questionnaire -- End of Phase II

The final SEI data collection event was conducted one year later. Letters of explanation and a questionnaire were mailed to the remaining eighteen teachers (See Appendix E). This final questionnaire was designed to investigate the teachers' sense of empowerment or control over the new understandings they had gained during the SEI and factors within the staff development model which either facilitated or constrained their ability to begin and/or continue to attain that sense of control. The section of the questionnaire to be addressed in this chapter was an attempt to bring closure on one line of inquiry in this study: teachers' evolving conceptions. More specifically, what were teachers' perceptions of how firmly they held these new ways of thinking, believing, and behaving and in what situations did teachers find themselves making decisions based on these new understandings?

For the final questionnaire, the emphasis on how teachers were continuing to think about the new understandings they had gained and in what situations they were using the new understandings was justified in three ways. First, a goal of the SEI was for all participants to gain control of their learning (or to become

empowered). If teachers reported that they had gained particular new understandings, did they also perceive that they could deliberately use these new understandings to make decisions before the reading lesson, during the reading lesson, and in discussing their concepts of the teaching of reading with other professionals?

Second, the research questions guiding this study were, in part, centered on an investigation of the ways in which teachers' conceptions evolved over time. The Pre-Phase I questionnaire investigated what teachers wanted to learn; the questionnaire occurring on the last day of Phase I investigated what new understandings teachers had gained and the ways in which they differed from what they previously understood; the interview conducted midway into Phase II examined how teachers' were perceiving any differences in their teaching, their thinking about teaching, their thinking about the teaching role, and their thinking about the student role. It seemed a natural progression that this final questionnaire, administered at the end of Phase II, would be designed to study the extent to which and the ways in which teachers were feeling control over what they now reported to understand about the teaching and learning of reading with Chapter I students.

The third reason for continuing this line of inquiry was based on teachers' responses to the previous questionnaires and interview. Teachers had indicated in the previous questionnaire and personal interview that their thinking had changed. In the interview, several teachers suggested that they now believed they had gained authority to facilitate students' learning and make appropriate decisions based on

what they currently understood. The final interview was designed to follow up on what teachers had previously stated about their new understandings and the situations in which they acted on these new understandings.

In this final questionnaire, teachers were asked to think about the general issue of control/empowerment: Did the SEI enable you to gain control over your understandings and the teaching of reading and math? A definition of empowerment was provided in the letter attached to the questionnaire. Empowerment was defined for teachers as understanding the reading processes in ways that enabled them to make wise decisions about what knowledge and instructional strategies were appropriate for their students. The letter suggested to teachers that it was important to note that being empowered was not a static state and that there were bound to be situations and subject matter in which they felt more control, more empowered than others.

The questionnaire provided an opportunity to both rate and discuss the extent and ways in which to which teachers felt empowered, in control of what they thought they understood in various situations: planning the reading lesson, teaching the reading lesson, discussing or defending their concept of the teaching of reading, and any other category the teachers wanted to mention. Questions were posed in sets. The first question in each set related to the extent to which teachers felt empowered and teachers were to rate that extent on a Likert scale, numbered one to five with #1 equated to almost always, #2 equated to frequently, #3 equated to sometimes, #4 equated to infrequently, and #5 equated to almost never. The open-ended

questions which followed provided an opportunity for teachers to respond with their own thinking. The four sets of questions related directly to teachers' sense of control/ empowerment (the extent of this empowerment and the ways in which it was perceived) were

Set #1: To what extent do you alter the lesson, materials and/or teaching strategies found in the teacher's manual as you plan to teach reading (R) and math (M)? In what ways do you alter the teacher's manual in reading and/or math? Why? Is your use of the teacher's manual in reading and/or math different than before the SEI? If so, how?

Set #2: To what extent do you alter your planned teaching strategies during reading (R) and math (M) instruction? In what ways do you alter your planned teaching strategies in reading and/or math? Why?

Set #3: To what extent do you feel that you can discuss and/or defend your concept of the teaching of reading (R) and math (M) with your instructional leaders, other teachers, or parents? Briefly describe an occasion when this happened. Is your ability to discuss or defend how you think about reading and/or math different than before the SEI? If so, how?

Set #4: To what extent do you feel empowered in the teaching of reading/ in the teaching of math? Are there any other ways or situations that have not been previously mentioned in which you feel empowered?

Sixteen of the eighteen remaining teachers (or 89%) responded to the questionnaire. Only those answers which reflect teachers' thinking about the conceptions of the teaching of reading will be reported here. Teachers' ratings of the extent to which they feel in control/empowered as revealed on the Likert scale will be reported as a mean score. (See Table 5.5). Teachers' written comments regarding the ways in which they sense control/empowerment will be reported as to the numbers of teachers providing salient content units as determined by a content analysis. (See Table 5.6). Interrater reliability for the coding of this final questionnaire was 91%.

Table 5.5 Teachers' report of control/empowerment for reading - phase II-final

	Almost Always (1) n		Frequently (2) n		Sometimes (3) n		Infrequently (4) n		Almost Never (5) n		No Response n	
Alter during planning	3		8				1					
Alter during teaching	3		5		4		1		1			3
Defend or discuss during discussion	8		3		2				1			3
Overall sense	3		9		1		1					3

Table 5.6 Teachers' report of control/empowerment for reading - phase II-final

Situation	n	Situation	n	Situation	n
Alter During Planning					
Teaching Strategies	9	Teacher/Student Interactions	10	Defend /Discuss	
Lesson Format in Teaching Guide	4	Explicit Explanation	3	Instructional Leaders/Teachers	7
Materials	2			Parents	1

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**INFLUENCES OF A PROFESSIONAL DEVELOPMENT INSTITUTE ON TEACHERS'
LEARNING ABOUT TEACHING READING TO CHAPTER I STUDENTS**

Volume II

By

Linda J. Tiezzi

A DISSERTATION

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Set #1 -- Teachers' sense of control/empowerment while planning lessons-- Altering the lessons, materials, and teaching strategies used in the teacher's manual.

The questions in Set #1 were designed to investigate the teachers' sense of their empowerment, or control over their understandings as they planned (with a teacher's manual) to teach the reading lesson. Using a Likert scale, teachers were first asked to rate the extent to which they altered reading lessons as they planned (Table 5.5). Eleven of the sixteen teachers responded to this scale. The mean score was 1.9 with most teachers reporting that they frequently altered the lesson, materials and/or teaching strategies found in the teacher's manual. Of the five who did not respond to this scale, four indicated that they were not required to use a basal teacher's manual and therefore were able to select appropriate lessons, materials, and teaching strategies. For example this teacher who did not use a basal and did not respond to the scale stated

As I head a Chapter I reading program, I have the unique opportunity to create my own reading program without the help or hindrance of a prescribed basal. Being able to develop the format and choose the materials appropriate to my chosen objectives, I have been able to fully integrate procedures gained at the Summer Enrichment program. (Eileen, reading skills teacher).

Nonetheless, many teachers who did work with a basal reading series, both mandated and not mandated, provided explanations regarding the ways in which they altered the lesson in the teacher's manual. Their responses were related to the categories explicitly named in the first question,: lessons, materials, and strategies.

Teaching strategies (9 teachers). Several teachers indicated they had become more particular about the teaching strategies

incorporated into the lessons. All but one of these teachers spoke of "... teaching related skills before the story to help students read better" (Lillian, sixth grade teacher) even though the basal series was not set up in this manner. One teacher suggested that she "... always [taught] skills before the story, used more modeling, and [placed] less emphasis on non-reading skills such as spelling rules, etc. I teach non-reading skills as a text required item only" (Garnett, fifth grade teacher). Planning the reading lesson required this teacher to "...be more specific about the skills being taught than the skill lessons in the text. I also teach the skill lesson prior to the reading lesson rather than afterward as directed in the text" (Morey, fifth grade teacher). Finally, this teacher demonstrated a concern with questioning and correction strategies outlined in the basal reading series when she wrote

I try to incorporate more predicting - questioning during the reading of the story selection and eliminate some of the very literal comprehension questions. I also may not immediately correct word reading errors as the manual instructs, but will let the student discover that what was read doesn't make sense, and let him/her make the correction (Betsy, reading and math skills teacher).

Lessons (4 teachers). Here teachers questioned the relevance of the lesson based on their students' needs and the objectives they wanted to achieve. One spoke of dissecting and reviewing the manual to use it more effectively (Glenda, reading skills teacher). Another stated that he altered, "...the teaching manuals in reading so that the skills taught have some relationship to the story read, so that students can practice those skills" (Morey, sixth grade). Yet another teacher stated that she had "...questioned the validity of certain

lessons, for different reasons. I have felt more comfortable in deleting lessons and/or in rearranging the order in which I teach them" (Robin, fifth grade teacher).

Materials (2 teachers). Two teachers also commented that they altered the materials to meet students' needs. One teacher spoke of adding in "... other materials as needed. Usually I add activities to clarify the objective whether it's a game or an extra handout with a learning activity on it (Hope, seventh grade teacher). The second teacher was

... concerned with the student and their failure strategies. The materials have become only tools... I do not use workbooks as a rule. We use a great deal of trade books. I select materials for reading that have a purpose or relate to class interest (Flora, fifth grade teacher).

Did teachers report that their use of the teacher's manual in reading was different than before the SEI? Nine teachers indicated that these making decisions to alter the text while planning were different since their attendance at the SEI while two indicated that they were not different and five offered no response to this particular question within set one. Those who did indicate that their decisions to alter the lessons, materials, or teaching strategies suggested in the basal were different than before the SEI primarily focused on using the "... text more as a teaching resource and less as a teaching guide" (Morey, sixth grade teacher) or using "... the text only as a reference to schedule my lessons" (Pamela, reading skills teacher). Some spoke of being more critical of the basal reading series. The text "... is dissected and reviewed to use more effectively (Glenda, reading skills teacher).

Set #2 -- Teachers' sense of control/empowerment during the reading lesson. Altering planned teaching strategies during reading instruction.

The questions in set #2 were designed to investigate teachers' sense of empowerment or control over what they understood during the reading lesson. Once teachers began the lesson, did they alter their planned teaching strategies in any way? Eleven teachers indicated that they did alter their teaching strategies during the lesson while three stated that they did not alter planned teaching strategies during reading instruction. The mean score of these fourteen teachers' responses on the Likert scale was 2.4 which indicated that these teachers viewed themselves as frequently altering their lessons. Two teachers did not respond to the Likert measurement and the open-ended questions.

Teacher -student interactions (10 teachers). All teachers who responded affirmatively to this question provided comments regarding the influence of teacher-student interactions on their decisions to alter teaching strategies during the lesson. Most of these teachers' comments suggested that they "... spend much more time interacting with students on their understanding of the lesson" (Morey, sixth grade teacher). As one teacher stated, "I go with how the students react or learn from the lessons. It doesn't bother me to change plans from day to day" (Robin, fifth grade teacher). Yet another stated that it "Depends on how students are perceiving [the lesson]. If it's still mud, [then] I'll try for other connections to the things they do know (Paul, fifth grade teacher). Betsy stated

I try to get students to verbalize the strategies they use when they decode and answer interpretive type questions. I try to get

them to tell why or how they came up with the answer(s) they got. I try to get them to explain the way they're thinking about what they are reading and emphasize that what they are reading should make sense (reading skills teacher).

Explicit Explanations (3 teachers). Three teachers indicated that the teacher-student interactions made it obvious to them that their explanations needed to be clearly stated. This teacher wrote that

While presenting a lesson I continuously evaluate my students perception of how a strategy works through their modeling and discussion. If it appears a student is having difficulty I will alter my teaching strategy by presenting similar material with a more elaborate explanation and further practice (Kitt, reading skills teacher).

One teacher commented that she spends, " ... much more time planning the what, where, when, how of reading instruction. During the lesson, I spend a lot more time in thinking through what I must explain to help students turn printed words into comprehension" (Flora, fifth grade teacher). The third teacher stated that she spent "... more time in explanations and then having students demonstrate their understanding before expecting them to do the task on an independent level with confidence" (Glenda, reading skills teacher).

Did teachers' report that their alterations of plans during reading lessons were different than before the SEI? Eleven of the sixteen respondents indicated that making decisions to alter planned teaching strategies during reading instruction was different than before attending the SEI. Those who stated reasons for making these decisions during the reading lesson were all focused on how students were processing the lesson. Based on their responses to the ways they altered their teaching strategies during a lesson, it was also

apparent that those who did not offer statements about the ways in which their teaching was different were focused on students' thinking processes as well. The following statements are a few examples of how teachers explained these differences

I spend a bit more time on the interaction part of the lesson, having both my students and me modeling and trying to make visible the mental processes. Before attending the SEI, I would explain and have students work some examples in their workbooks. If they were correct, then we'd go on (Hannah, fifth grade teacher).

Before I let the text do much too much of the planning. Now I'm planning from where the students are. They spend a lot more time talking about what they have been doing (Flora, fifth grade teacher).

Yes, I usually used the recommended sequence of teaching presented by our reading series. I spent more time instructing and reinstructing, and less time pinpointing, through interaction, student misunderstandings (Morey, sixth grade teacher).

Yes, before I think I was more concerned about keeping on schedule and meeting deadlines (Hope, seventh grade teacher).

Before SEI, I placed more emphasis in the material and its merit (as seen by myself) rather than on the student. Now I plan lessons with the students' receptivity and clear understanding as my initial concern with the materials considered secondarily (Eileen, reading skills teacher).

There were three teachers who stated that there were no differences in their teaching since the SEI and two teachers who did not respond to this particular question within set two.

Set #3 -- Teachers' sense of control/empowerment as they discuss or defend their concept of the teaching of reading with instructional leaders, other teachers, or parents.

The purpose of this third set of questions was to delve into teachers' perceptions of their empowerment, or control over what they understood about reading, as they talked with their instructional

leaders, other teachers, or parents. Thirteen teachers responded to the Likert measurement. The mean score was 1.7, indicating that most teachers felt that they were frequently able to defend their concepts of the teaching of reading. Many teachers indicated that they successfully interacted with other teachers and their instructional leaders regarding their new understandings of reading instruction. While thirteen teachers responded to the Likert measurement, only seven teachers offered further written comments regarding their perceived ability to discuss or defend their concepts of reading. Three teachers offered no response.

Instructional Leaders and other teachers (7 teachers). All seven teachers providing written responses indicated that they had talked about these ideas with other teachers and their instructional leaders. Betsy stated that "My principal (instructional leader) and I talk often about the reading program in our building and the kinds of reading we see kids doing" (reading skills teacher). Flora stated that she discussed or defended her concept of the teaching of reading when she was "Speaking at the MRA conference with fellow teachers on using trade books and multi-basals for reading" and when "Having to explain to teachers who work with a mandated reading series" (fifth grade teacher). Teachers indicated a sense of control when engaged in these interactions. Morey described this occasion

In discussing why I skipped around in the reading text with my administrator, he felt that it was confusing to students. I used some students' comments to point out to him that my method of teaching reading made more sense to them than anything they had been exposed to up until that time. ...I am much stronger in my beliefs about what reading is and how it can best be taught (sixth grade teacher).

And Eileen described this incident

As a reading consultant, I am asked for many suggestions for teaching reading more effectively. Consequently, most teachers in our building have been receptive to the information from the Summer Program. One first grade teacher, in particular was surprised to learn that reading was supposed to be fun (and meaningful) for herself as well as her students. I was exciting to watch her gradually ease away from regimented instruction and enjoy herself (Reading skills teacher).

Parents (1 teacher). Only one teacher indicated a concern with parent communications. She described how she had defended her ideas with other teachers but would unlikely do the same with parents because "As far as parental interaction -- this school is in a poor economic community, and they [parents] do not really get involved in academic areas (Glenda, reading skills teacher).

Did teachers report that their ability to discuss or defend how they thought about reading was different than before the SEI? Nine teachers stated that their ability to discuss or defend reading was different than before the SEI. The eight teachers who provided written explanations wrote about gaining authority. These teachers responses indicate that they gained this authority from their new understandings, their students, and research. Eileen stated that "The SEI gave validity to my previously held beliefs about the teaching of reading. It was great to become legalized" (reading skills teacher).

Several suggested that this ability to discuss and defend their ideas was based on a better understanding of the reading process and student feedback.

Yes, I am much stronger in my beliefs about what reading is and how it can best be taught. More interaction with the students to let me know their thinking processes allows me to discuss with

fellow teachers the areas that are poorly understood by students even though we've taught them a multiple number of times (Morey, sixth grade teacher).

Yes, I can speak from a position of authority because I have seen improvement and understanding. I am more enthusiastic about what I am doing because it's fun to teach this way. The students' scores improved at least 8 months growth and as high as 6 years in 15 out of 16 cases (Flora, fifth grade teacher).

My ability to discuss is somewhat different since I now have a better understanding or working definition of what reading actually is (Betsy, reading skills teacher).

Previously I saw reading as the process of finding the correct meaning of a particular text. Now I also emphasize making sense of the reading process; putting each student in control (Kitt, reading skills teacher).

Three teachers also suggested that they were more able to defend their thinking about reading because they had "... the material and data to support my beliefs" (Pamela, reading skills teacher). Garnett (fifth grade teacher) stated that she now had "... a greater awareness of the research on reading" and Glenda (reading skills teacher) stated "I can knowledgeably defend my point with research." Two teachers indicated that their ability to discuss or defend their thinking about reading was not different than before the SEI and 5 teachers did not respond.

Set #4 -- Teachers overall sense of control/empowerment in the teaching of reading.

Fourteen teachers responded to this question with a mean score of 2 which indicates that these teachers reported that they frequently felt a sense of control/empowerment related to reading instruction. Since the follow up question to the Likert measure asked teachers to respond only if there were any other ways or situations that had not been previously mentioned, ten of the fourteen teachers offered no

additional responses. However, one reading skills teacher indicated that "If and when I return to the regular classroom, I will feel strongly about using the strategies about learning in the reading area" (Pamela, reading skills teacher). Another teacher wrote that her sense of control over what she now understood about reading " ... just made teaching in general a bit easier" (Hope, seventh grade teacher). Finally, this teacher stated that "The increased camaraderie and shared goals for instruction among the three of us (the SEI team) who attended SEI also have made for a heightened confidence in my ability to be a good teacher" (Eileen, reading skills teacher).

Summary: Final Questionnaire. End of Phase II

At the end of Phase II, one year after the Summer Enrichment Institute, a final questionnaire was designed to investigate teachers' sense of empowerment or control over their current ways of conceptualizing what it means to teach and learn reading with Chapter I students. In what situations were teachers able to make decisions, feel a sense of control/empowerment, about reading instruction and was that different than before the SEI? According to teachers' ratings on a Likert scale, with a #2 rating equated with frequently empowered or in control, more than half the respondents reported that they frequently felt empowered or in control when they planned reading lessons, taught reading lessons, and needed to discuss or defend the ways in which they planned and taught reading.

Teachers reported that they frequently made decisions about altering the pre-determined plans in a basal reading series while

planning the reading lesson. Teachers' mean score was 1.9. Several teachers indicated that they had become more particular about the teaching strategies used during a lesson. Many specifically mentioned teaching only those reading skills which were needed in the lesson and teaching them before the lesson. A few mentioned using more modeling and predicting skills. Nine teachers articulated that their use of the teacher's manual was different than before the SEI. They referred to using the text as a resource and reference rather than as a strict guide.

Most of the teacher respondents also indicated that they were frequently empowered as they made decisions/alterations during the reading lesson. The mean score was 2.4. As teachers taught reading lessons, several stated that their new understandings and use of interactive reading instruction had influenced alterations they made during the lessons. For these teachers, reading instruction was directly related to how students' were processing the lesson. A few teachers also stated that they frequently needed to draw upon the explicit explanation process to help redirect students' thinking when they were experiencing difficulties. Eleven teachers stated that making these kind of decisions during the reading lesson was different than before the SEI. Several indicated that using interactive teaching strategies to gain information about how students were processing the lessons provided the basis on which they were able to make reasonable decisions about how to alter their teaching strategies during reading instruction.

Teachers also indicated a frequent sense of control when they needed to defend or discuss their current ways of conceptualizing reading and reading instruction. The mean score was 1.7. Approximately half of the teachers suggested that they often needed to do this with their instructional leaders and other teachers. One suggested that she also felt this way when talking with parents. Eight teachers stated that they had gained a sense of authority from the SEI which allowed them to discuss or defend their thinking about reading. They linked this sense of control or empowerment to their knowledge about reading, their understanding of how students were processing the lessons, and their knowledge of research on reading.

Overall, teachers reported that they were frequently empowered as it related to the teaching of reading. The mean score for teachers' ratings on the Likert scale was 2.0.

Summary of Teachers' Evolving Conceptions at the end of Phase II

The final questionnaire was designed to investigate in what ways and to what degree teachers felt a sense of control or empowerment over how they currently conceptualized and taught reading. Unlike the previous questionnaires and interviews in Phase I and Phase II, which focused more on having teachers explain what new understandings they had gained and the ways in which these new understandings were different, this questionnaire did not request that teachers tell us once again what they had learned during Phase I and Phase II. Therefore, there was no data to suggest that teachers had gained new information regarding additional ways to approach the teaching and learning of reading with Chapter I students. However, the data do

suggest that teachers' conceptions of the teaching and learning of reading with Chapter I students had continued to evolve since Phase II, midyear.

Over a one-half year period, including Phase I of the SEI and midway into Phase II, teachers had developed an understanding of the reading process, reading instruction, and a focus on, a knowledge of, and a belief in their students as learners. Similar understandings were also evident in the data collected in the final questionnaire. Teachers' written comments revealed that they perceived themselves as facilitating students' learning and making pedagogical decisions based on what they knew about the reading process and their students as learners. Whether teachers were talking about the planning or the teaching of the reading lesson, the pivotal point of their thinking hinged on students' cognitive engagement during the reading process.

Conclusion

It seems evident that teachers' reports of their conceptions of the teaching and learning of reading with Chapter I students evolved over the course of a year, Phase I and Phase II of the SEI. Via teachers' reports, we know about the new understandings teachers gained and the ways in which those were different than before the SEI. Teachers' reports revealed how they were thinking differently about reading and reading instruction, the teacher's role, and the student's role. In addition, we have information regarding the extent to which teachers felt a sense of control/ empowerment over these new ways of thinking, believing, and behaving. When and how did teachers'

conceptions evolve? When and how did this process of conceptual change, assimilating new ways of believing, thinking, and behaving occur?

What factors influenced this evolution? The following chapter will report teachers' perceptions on the factors within the staff development model which they felt either facilitated or constrained their learning.

CHAPTER VI

FINDING: FACTORS WITHIN THE STAFF DEVELOPMENT MODEL WHICH TEACHERS REPORT AS FACILITATING OF CONSTRAINING THEIR LEARNING

The SEI staff development model contained many factors deemed effective by staff development research. This two week Institute was designed to have a transforming effect on its learners by incorporating effective factors such as school based teams, including teachers and instructional leaders; a collegial community; extended learning time; an instructional model which included presentation of theory, modeling, practice, feedback, and coaching; support from the local school administration; dissemination of practical knowledge; attention given to teachers' concerns at various stages; and extrinsic factors such as stipends, university credit, and increased pay. There were other factors included in this staff development model which were unique to the SEI such as: the underlying assumptions which reflected a constructivist perspective on the nature of knowledge, teaching and learning, the goal for all learners to gain control of their learning, an interactive model of instruction, and students in attendance. For a detailed description of the SEI staff development model refer to Chapter III.

The research questions designed to investigate this particular staff development model were:

Which factors of the SEI staff development model do teachers report as facilitating or constraining their learning?

In what ways are the teachers' report of facilitating and constraining factors in Phase I similar to or different from those facilitating and constraining factors in Phase II?

In what ways are these differences and effects evident in individual teacher's reports in Phase I and Phase II?

As a way of investigating teachers' perceptions regarding the influence these factors had on their learning and subsequent implementation efforts, teachers were asked to respond to questions about these issues at various times during Phase I and Phase II of the SEI. A description of teachers' reports from Phase I and Phase II will follow.

Facilitating and Constraining Factors in Phase I

At the end of the two week SEI (Phase I) teachers were given a questionnaire which requested that they not only think about the new understandings they had gained but also think about those factors in the staff development component which had facilitated or constrained their learning of these new understandings. In addition, teachers were asked to predict which factors would facilitate or constrain the continued learning/use of these new understandings during the next school year (See Appendix E for the End of Phase I Questionnaire). First, a discussion of those factors within the Phase I of the SEI that teachers reported as either facilitating or constraining their learning will be presented. The second discussion will focus on a presentation of those facilitating or constraining factors which teachers predicted would continue to influence their learning and future implementation efforts throughout the next school year.

Data presented will reflect the results of a content analysis of teachers' responses. In all cases data has been calculated according to the number of teachers making particular kinds of comments. As in the following table (See Table 6.1), this could mean that the total number of teachers communicating ideas that fall under general categories can be further broken down into numbers of teachers within the total who make particular comments relating to the general category. For example, there were 12 teachers who reported facilitating factors and within that 12, there were 7 teachers who focused on professional interaction, 6 on learning activities, 2 on academic focus, and 1 on the context as facilitating factors. As is evident, tabulations of the number of teachers making particular types of comments within sub-categories do not necessarily equal the total number of the general category. Interrater agreement between two doctoral students in teacher education was 92% and replicated the process described in Chapter Four.

At the end of Phase I, teachers were asked to provide written responses to a questionnaire on which they were asked: In what ways did the Institute meet your expectations? If you were to serve on a planning committee to plan the first phase of the Institute for another year, what elements, attributes, or characteristics would you: retain, amend/alter, reject, or add on, and why? Responses to each of these questions explicitly related to teachers' reporting of those factors which either facilitated or constrained their learning have been collapsed and will be reported in summary form rather than as responses to each individual question.

Table 6.1 Teachers' reports of facilitating and constraining factors for Phase I

Factors	n	Factors	n
<u>Facilitating Factors (12)</u>		<u>Constraining Factors (17)</u>	
Professional Interaction	7	Timing	16
		Too much (13)	
		Too long (9)	
Learning Events	6	Data Collection (4)	
Academic Focus	2	Classroom Environment	2
		Other Participants	1
Context	1		

Facilitating Factors within the SEI Staff Development Model.

Teachers' responses to the questionnaire revealed their thinking about factors within the SEI which seemed particularly helpful to their own learning. When asked which components of the Institute they would retain and why, 12 of the 17 teachers responding provided comments which focused on those factors which they would retain because they facilitated their learning. It is also worth noting that three other teachers stated that "Everything" about the SEI had been worth retaining but did not provide any description about which factors they were referring to nor in what ways those factors influenced their learning. Thus, these comments have not been counted as facilitating factors in the data analysis. The comments of two teachers who focused on those factors which had affected their students' learning will also not be reported here. Those factors which teachers perceived as worth retaining because they facilitated

their learning centered on professional interaction, learning events, academic focus, and context.

Professional interaction (7 teachers). The seven teachers who considered professional interaction a facilitating factor centered their comments on the interaction with the SEI staff and the other teachers and instructional leaders. All seven teachers reported that the willingness and ability of the SEI staff to provide coaching and feedback during the two week Institute had facilitated their learning. One SEI teacher suggested that she would "... retain the SEI reading staff because of their availability to discuss the problems or difficulties we encountered during instruction time" (Pamela, reading and math skills teacher). Another teacher related that "Individual conferences with the professors were extremely helpful as we tried to use what we were learning" (Kitt, reading skills teacher). These seven teachers described the SEI staff as "real assets", "great", "fantastic", "motivating", "helpful" and "available".

Four of the seven also perceived that the SEI had provided the setting where they could share ideas with other teachers and their instructional leaders. After describing how the SEI had more than met her expectations, this teacher stated that the Institute, "...gave us a chance to share ideas, get to know each other, and grow together as a team" (Hope, seventh grade teacher). Another teacher wrote that the SEI "...gave [her] the opportunity to work closely with teachers and principals -- [we] can really learn from each other" (Betsy, reading skills teacher). Yet another stated that "The teachers interacted and

we got great ideas from each other" (Lana, fifth grade teacher). One final teacher suggested that "The concept of bringing teachers, instructional leaders, and students together from the same area of the state was helpful ... we encouraged and challenged each other to work through the new concepts" (Flora, fifth grade teacher).

Learning Events (6 teachers). Teachers reported that the structure of the seminar/mini-class sessions and the audio-taping within the mini-sessions were events that had facilitated their learning. During the SEI, teachers attended reading seminars early each morning. Each seminar was followed by a mini-class/practice session with their Chapter I students during which teachers had the opportunity to continue their learning through implementation, coaching, and audio-taping of students. Four teachers perceived that the structure of seminars followed by mini-class/practice sessions was a facilitating factor. One comment revealed that the "basic structure of the daily schedule, attending seminars followed by teaching our students" (Kitt, reading skills teacher) was helpful. A similar belief was expressed by this teacher when she suggested that "attending classes and then having the chance to teach the concepts themselves" was worth retaining as a element of the staff development opportunity for teachers (Flora, fifth grade teacher). Yet another teacher suggested that the "Basic scheduling of daily learning events for teachers was good" after the students arrived (Pamela, reading skills teacher). The fourth teacher felt that having students on-site was both unique and helpful in that "It's one thing to learn some new

ideas but it's not too often you get to try them out on actual students" (Hope, seventh grade teacher).

Lessons as well as individual interviews with students were frequently audio-taped so that teachers could keep track of their students' thinking and progress. Two additional teachers focused on the opportunity to tape record their classes as well as their students' thinking about content and strategies taught during the instructional sessions. Being able to engage in "...taping classes and student interviews and then providing time to listen to the tapes" (Garnett, fifth grade teacher) and having the opportunity to use the "audio tapes for self analysis and feedback" (Paul, fifth grade teacher) facilitated these two teachers' learning.

Academic Focus (2 teachers). While several teachers focused on opportunities for learning as facilitating factors, only two teachers declared that the academic focus during the SEI was a facilitating factor in their learning. Their comments focused on the usefulness of learning more about reading. One teacher specifically mentioned that, "the concept that reading is a process rather than a product" (Eileen, reading skills teacher) was a worthwhile seminar focus which influenced her learning experience. A similar idea that "All the elements related to reading were all useful to learn" (Paul, fifth grade teacher) was also communicated.

Context (1 teacher). It was not unusual to hear teachers say during the Institute that they enjoyed being on a campus. However, only one teacher suggested in her written response that the context was helpful to her learning. She stated that the campus setting was a

"...training site far enough from home so that we couldn't travel home each day and made it so that we had time each day to share and discuss in informal settings" (Garnett, fifth grade teacher).

Constraining factors within the SEI Staff Development Model.

The questionnaire given to teachers at the end of the SEI (Phase I) also requested that teachers comment on factors within the SEI staff development model that were not particularly helpful to their learning, ones that they might alter, amend, or reject. Most teachers suggested that various timing aspects within the Institute were problematic. Some teachers focused on the mini-classroom environments and one teacher suggested that a few other educators attending the Institute had been a constraining factor. (See Table 6.1)

Timing (16 teachers). All but one teacher suggested that some aspect of timing had been a constraining factor during the SEI staff development experience. Thirteen of these teachers' comments suggested that the Institute tried to accomplish "too much, too fast" with the teachers in three ways: 1) by cramming too much into the Institute for teachers, especially the first weekend, 2) providing reading and math classes for teachers and, 3) by establishing such a tight daily schedule. A discussion of these perceived constraining factors will follow.

1) Several teachers stated that the three days or weekend of instructional sessions for teachers before the children arrived at the Institute was overwhelming. One teacher wrote that the "Length of instructional time for teachers [before the Chapter I students arrived] was too intense. We were exhausted before we even worked

with the children" (Eileen, reading skills teacher). Another teachers' comment was "Teachers could use more time to take in and digest the new concepts before plunging into a classroom with students". Yet another teacher stated that,

"...if this is done again, you should bring the teachers up a couple of weeks before the kids for two or three days -- Let us go home and get things prepared and reflect on the ideas given and then bring us back with the kids" (Muriel, fifth grade teacher).

2) Some teachers were frustrated because they had tried to digest new concepts and strategies relating to reading as well as math. "... it was just too much to concentrate on both in these two weeks" (Betsy, reading skills teacher). Providing the reasoning behind her thinking, this teacher stated that

Math instruction could have been eliminated... We could have used the afternoon time for the creative "literate environment" activities that could be generated from the springboard activities. We never had a chance to build on and draw from these enough. Also we could have had additional instruction time for writing/reading by using the afternoon session for that purpose (Lillian, sixth grade teacher).

3) Other teachers indicated that the tight daily schedule had added to the "too much, too fast" syndrome. They made general statements about rejecting the long hours in the classroom and wanting more time to take fieldtrips with their students (Lana, fifth grade teacher). Others spoke about providing adequate transition time between the teachers' instructional seminars and the mini-classroom sessions with their students (Unise, sixth grade teacher). One such comment was that, "The teacher training was too much in too little time... It was frustrating to always be late because you left no time to get from here to there" (Morey, sixth grade teacher). Flora (fifth

grade teacher) suggested that the daily schedule prevented "more organized time for teacher sharing".

While the preceding teachers' statements reflected a frustration with information overload and hectic schedules for teachers, nine of these teachers' suggested that the two week Summer Enrichment Institute was too long for both teachers and students.

During these 2 weeks I've often wondered if both students and teachers would have felt more comfortable if only teachers had been here the first week, giving us a little more time to digest everything. Then bring students in for the second, reducing their time here to just 1 week. I know some of our kids seemed ready to go home after the first week (Betsy, reading skills teacher).

Other teachers indicated that the "...hectic schedule for the students was a constraining factor. Our students were so tired they did not have the energy to respond during classtime (Eileen, reading skills teacher). Another teacher stated that she would "... decrease the length of the institute. The only problem being that teachers really do need two weeks (10 days) in the classroom. I felt the kids and staff needed some down /quiet time. They were really running" (Louise, seventh grade teacher).

The last timing factor that teachers perceived as constraining their learning during the SEI staff development was data collection. Four of the sixteen teachers communicated that the data collection, or taping of students before and after certain lessons was problematic in that "...trying to collect data (taping) by taking students out during instruction was very disruptive - it made it difficult to teach our lesson when each child was missing different parts of the lesson" (Flora, fifth grade teacher).

Mini-Classroom Environments (2 teachers). Two teachers remarked that the mini-classroom environments constrained their attempts to practice their newly gained ideas with students. One teacher referred to the need "... for better classroom accommodations for teachers and students" (Kitt, reading skills teacher) while the other teacher wrote that "The physical setting of the instructional area was questionable as we were missing basic tables and chairs. This problem needs to be solved" (Flora, fifth grade teacher).

Other Participants (1 teacher). Only one teacher indicated that other teachers had constrained her learning and she made the suggestion to " ...give people a better idea of what to expect, especially for the 1st 3 days, so that they can mentally prepare themselves, or make the decision not to come if all they are going to do is complain while we are trying to work and think out these new ideas" (Garnett, fifth grade teacher).

Summary of Facilitating and Constraining Factors for Phase I

On the final day of the Summer Enrichment Institute, the end of Phase I, all teachers and instructional leaders responded to a questionnaire on which they were to reflect on what they had learned and which staff development components had either facilitated or constrained their learning. Of the 17 teachers responding to this post Phase I questionnaire, 12 teachers' written statements revealed facilitating factors. Their statements focused on professional interaction, learning events, academic focus, and context. When seven teachers wrote of professional interaction as a facilitating factor, they spoke primarily about the ways in which interaction with the SEI

instructional staff, other teachers and their instructional leaders had been helpful as they began to rethink and experiment with new ways to approach reading and reading instruction with their Chapter I students.

Six teachers revealed that learning events established for teachers had facilitated their learning. Four of the six teachers expressed that the structure of daily reading seminars for teachers and instructional leaders followed by practice sessions with their Chapter I students facilitated their learning. They reported that this structure not only allowed them to learn new ways to think about reading but also to practice implementing these new ideas with their students. The two other teachers focused on taping of students' thinking as the learning event that had facilitated their learning. They reported becoming much more aware of how students were processing what they were teaching.

The academic focus on reading was reported as a facilitating factor by two teachers. One teacher's reasoning was that this focus was worthwhile because it was useful while the other teacher indicated that the concept that reading was a process rather than a product had facilitated her learning. A final teacher stated that the campus setting had facilitated her learning because it was far enough away from home that she had plenty of time to share and discuss what she was learning with the other participants.

All seventeen teachers responding to the questionnaire indicated that there had been one or more factors within the staff development model which had constrained their learning. Their descriptions of

constraining factors centered on various aspects of timing during the Institute, such as an overly zealous agenda, the length of the Institute, and data collection. Other constraining factors mentioned by the SEI teachers' were the mini-classroom environments and other participants.

A majority of teachers' (13 of 16 teachers) provided statements regarding the various constraining aspects of timing during the Institute. They described a packed agenda which tried to accomplish "too much, too fast". Teachers referred to the orientation for teachers, a 3 day weekend preceding the arrival of students late Sunday afternoon, which tried to cram too much into such a short time space. Several teachers indicated that this orientation weekend should have been held several weeks earlier, thereby providing teachers with breathing space or time to digest what they were learning before they had to begin a new stage of learning, the implementation process. Other teachers referred to an overloaded agenda as a constraining factor and stated that trying to learn new ways to consider reading and reading instruction as well as math and math instruction was too much to expect during the two weeks. These people suggested that rethinking one subject matter area would have been enough to handle. Finally, there were a few teachers who noted that the tight daily schedule left little time to digest all that was happening and left all learning participants, including teachers, instructional leaders, and students exhausted. Besides trying to accomplish too much, too fast, teachers also stated that the length of the Institute had been too long, especially for children. There was

some conjecture, however, that perhaps the teachers needed that length of time to digest everything. A few teachers expressed that the timing of data collection with students during the Institute had constrained their efforts to practice what they were learning in the classroom as students kept leaving the lessons.

Various aspects of timing were by far the primary negative factors mentioned by a majority of teachers. In addition, a few teachers also mentioned that the mini-classroom environments had hampered their implementation efforts and one teacher suggested that some teachers complaints were constraining factors.

Discussion. It is interesting to note the difference between the number of teachers articulating facilitating factors and constraining factors. Twelve teachers wrote statements which revealed facilitating factors. All seventeen teachers offered constraining factors. One can speculate that there were more constraining factors noted because these questionnaires were given at the end of the two week Institute and according to the data, timing or the "too much, too fast" syndrome was a salient factor. All participants were tired and were ready to go home. Or, could one reason be that teachers were less articulate about what helped them learn than what inhibited their learning? Was it easier to talk about timing factors and the inadequate classroom environments (factors outside the cognitive realm) that constrained their implementation efforts, rather than reflecting on the ways in which professional interaction, dialogue about reading, reading instruction, and Chapter I students, had influenced their learning?

The data also suggest that while teachers were able to articulate what they had learned during the Institute, and what factors had either facilitated or constrained their learning, teachers provided minimal description of the ways in which these factors influenced their thinking, or rethinking processes. Here, one could speculate that the structure and timing of the questionnaire did not facilitate teachers' willingness and ability to focus on their learning. Or, perhaps it could be interpreted that teachers were unable to be metacognitive about their learning. It is quite possible that teachers still perceived themselves as employees whose duty during this Institute was to soak up new information and then implement that information into their teaching practice. While these teachers were beginning to articulate new ways of thinking about student learning, is it reasonable to suggest that they did not understand themselves as a student of teaching, an active learner. Did teachers understand the conceptual frameworks they, as learners, brought to the Institute? Did they understand the conceptual evolution that had taken place during and after the Institute? And how cognizant were teachers of facilitating and constraining factors that influenced their learning, unlearning, and reconceptualizations?

Prediction of Facilitating and Constraining Factors for Phase II

In addition to asking teachers about facilitating and constraining factors within the SEI, teachers were also asked to predict which factors might facilitate or constrain their continued efforts to learn about reading and reading instruction with Chapter I

students, as they began to implement these new understandings in their own classrooms during Phase II, the following school year. (See Table 6.2).

Teachers' Predictions of Facilitating Factors for Phase II.

Teachers' written responses indicated that professional interaction, students, a literate environment, individual reflections, and knowledge of teaching strategies would facilitate their continued learning/use of the newly gained understandings. (See Table 6.2).

Table 6.2 Teachers' predictions of facilitating and constraining factors for Phase II

Factors	n	Factors	n
<u>Facilitating Factors</u> <u>Prediction (17)</u>		<u>Constraining Factors</u> <u>Prediction (17)</u>	
Professional Interaction	11	School Structures	12
Instructional Leader (8)		Time (10)	
SEI School Team (4)		Curriculum (3)	
SEI Teachers (2)		Materials (3)	
SEI Staff (1)		Schedule (2)	
Students	5		
Written Responses (3)		Other People	7
Improved Attitudes (2)		Teachers (3)	
		Students (2)	
A Literate Environment	5	Administrators (2)	
		Parents (1)	
Individual Reflection	3		
		Self	2

Professional Interaction (11 teachers). Of the seventeen teachers responding, eleven teachers predicted that professional interaction would facilitate their future attempts to implement the newly gained understandings. Their focus on professional interaction was evident as they described how helpful it would be during the next school year when they worked with their instructional leaders, their SEI team, the SEI staff, and other teachers. Eight teachers indicated that interacting with an instructional leader would facilitate their implementation efforts. They were either referring to their principal or their Chapter I coordinator/skills instructor, most of whom had also attended the Institute. Some simply stated that the "working with", the "support and understanding" of their instructional leader was a factor that would facilitate their use of these new understandings. Others were hopeful that their instructional leader would support them in their efforts. One teacher stated that

Having the principal here as part of the program will make it easier for us to use these [new understandings] in our classrooms because she is familiar with what we are trying to do. We won't meet as much resistance when we work with her next year as we maybe would have if she were not here to learn about them with us (Pamela, reading skills teacher).

There were four teachers who indicated that working with their SEI teams during the next school year would facilitate the use of the new understandings. These teachers emphasized "sharing", "interaction", and "discussion". "Having periodic meetings with my team to share experiences" (Kitt, reading skills teacher) was one teacher's comment which characterized this professional interaction between team members. Another teacher who had gone into great detail earlier in the questionnaire about how encouraging and supportive her

principal was of what they were trying to attempt thought that "... our 'support group' from the Institute will help me continue year-round" (Hope, seventh grade teacher).

The plan for Phase II was to establish two meetings during the next school year for all SEI participants to gather for further instruction, debriefing, and discussion. Two teachers indicated that these further "discussions", "interactions" with other SEI teachers outside their own school teams would facilitate their use of the new understandings they had gained. Finally, there was one teacher who indicated that she expected support to come from the SEI instructional staff who would visit the SEI teachers' classrooms during the next school year.

Students (5 teachers). When teachers indicated that students would be a facilitating factor in their use of newly gained understandings, they either referred to students' written responses or students' attitudes. There were three teachers who noted that incorporating student journals into their teaching practice would facilitate their use of these new understandings. Since not one of the three teachers elaborated on how these journals would facilitate, one can only speculate that using journals to find out how students were processing/learning what it was the teachers were teaching would help teachers monitor their own attempts to implement these newly gained understandings. There were also two teachers who indicated that student attitudes could be a facilitating factor. While one teacher did not elaborate on what kind of attitude she was referring to, the other teacher did indicate the kind of attitude as well as

linked that attitude to the influence she hoped it would have on the school community. She stated "... that the warm reception and acceptance via the kids at the Institute [would] help us at home to convince the community how good this program will be" (Louise, seventh grade teacher).

A Literate Environment (5 teachers). One of the first things teachers were asked to consider in the SEI reading seminar was what it meant to create a literate environment. All SEI teachers worked collaboratively to produce a resource list of ideas regarding how teachers could create this environment in their classrooms. (See Appendix B). Five teachers indicated that the creation of this literate environment in their own classrooms would facilitate their use of the new understandings gained. Two teachers indicated that they wanted to create this environment by reconsidering the physical/academic environments in their classrooms. One of those teachers stated that he would consider "establishing learning centers around his room" (Morey, sixth grade teacher). Another teacher highlighted this facilitating factor when she described what this might look like in her classroom as well as stated a purpose for the factor.

Creating a literate environment in my classroom: having kids keep journals, keeping an expanded vocabulary list going all year, a variety of activities out of the text which help kids realize reading, math are fun (Lana, fifth grade teacher).

While these five teachers indicated what would facilitate their continued learning/use of the new understandings they had gained, they did not explicitly describe how this would facilitate their learning/implementation efforts.

Individual Reflection (3 teachers). Rather than focusing on ways in which the newly gained understandings might be facilitated by interacting with other teachers or instructional leaders three teachers focused on their individual thinking. Planning, rethinking, and self monitoring were ways in which these teachers characterized what could facilitate the use of newly gained understandings in their teaching. One teacher noted that she would be "Keeping an outline of the goals I want to accomplish on my desk to remind me of the important points I need to incorporate into my lessons" (Kitt, reading skills teacher). Another teacher focused on reconsidering her previous ways of approaching teaching when stating that she "Definitely needed patience and rethinking to be satisfied with knowledge of the [student's thinking] process rather than merely the answer" (Eileen, reading skills teacher). And finally, one teacher forecasted that self monitoring would be helpful as "It is awfully easy to slip back to old ways when no one is looking but with help and support I will be constantly monitoring myself and my students to make sure I continue thinking the 'new understandings' (Lillian, sixth grade teacher).

Teachers' Predictions of Constraining Factors for Phase II.

Teachers were also asked to think ahead about the factors that might constrain their use of the new understandings gained during SEI. Teachers' written comments revealed that one or more of these particular school structures were perceived as potential constraining factors: time, curriculum, materials, and class schedules. In addition, some teachers predicted that other people such as teachers,

administrators, students, and parents might also be constraining factors. And finally, a few teachers predicted that they themselves might be a constraining factor. (See Table 6.2).

School Structures (12 teachers). Of the seventeen teachers responding to the question, twelve teachers indicated that particular school structures might be problematic as they continued to learn how to use their newly gained understandings. The majority of these twelve teachers (10 teachers) indicated that time would constrain their efforts. Some teachers did not characterize time limitations. However, lack of planning time was a concern voiced by several teachers. Their written comments revealed a perception that continuing to learn how to use the new understandings gained during the SEI would require more time than they were used to giving to planning for reading instruction. This is evidenced as they wrote about the time needed to " ... spend more hours per week in preparing lessons" (Paul, fifth grade teacher) and " ... the time it will take to match skills to reading selection ... time to plan lessons thoroughly enough in addition to everything else that is expected (Betsy, reading skills teacher) One particular teacher wrote

Time. Rewriting objectives and relating skill strategies to story content is time consuming. Writing introductory statements will also need more time. And in the elementary school, time is of the essence (Unise, sixth grade teacher).

One other teacher indicated that time to teach all her reading groups was going to be difficult especially when " ... given 3 books and 4 or 5 reading groups to teach in a limited time framework" (Robin, fifth grade teacher). A teacher who taught in an open area with other teachers took a different twist on time as a potential constraining

factor. She felt that time could be a constraining factor which depended on "... whether I can have a reasonably quiet time (depending on groups near me) to teach" (Lillian, sixth grade teacher).

Three of the seventeen teachers who communicated concerns relating to potential constraining factors focused on the mandated curriculum in their local school districts. "We have certain criteria that must be met from the curriculum director" (Lana, fifth grade teacher) was one such concern. Likewise, "When you have certain objectives set up by a curriculum director, it may be difficult at first to change some of them (Muriel, fifth grade teacher). Another teacher was more explicit about mandated curricular criteria or objectives when she stated that "... the pressures of getting kids through reading books and magazine tests as quickly as possible (Betsy, reading skills teacher) might constrain her efforts.

The lack of "... availability of a variety of materials" (Eileen, reading skills teacher) was predicted as a potential constraining factor by three teachers. The need to "... start gathering or making needed materials when I get home" (Flora, fifth grade teacher) was perceived as both a necessity and a constraining factor. These particular teachers also predicted time as a constraining factor. However, it cannot be assumed that searching for and gathering these materials would be a constraining factor because of the time it would consume. It is a possible connection but was not explicitly stated or connected by these teachers.

The final constraining factor related to school structures focused on schedules. Two teachers indicated that "scheduling

difficulties" would likely constrain their future efforts to continue learning how to use their newly gained understandings. Their focus on scheduling as a constraining factor was, in both cases, listed separately from time constraints. One explicitly stated that "The only things that will inhibit the implementation of this way of instruction for me will be whether I can get all the kids I need in my class for the same period" (Lillian, sixth grade teacher).

Other People (7 teachers). Seven of the seventeen teachers who listed constraining factors made reference to various people within their school communities. Those people indicated as possibly constraining teachers' future efforts were other teachers, administrators, students, and parents.

A perception of other teachers as constraining factors was mentioned in four teachers' questionnaires. One teacher characterized this potential constraint as a "... question of teacher cooperation?" (Eileen, reading skills teacher) and more explicitly in this comment

We are worried about reactions from other teachers. That is, why do these two new basic skills teachers for seventh grade get computers, a new room, special parties and field trips just because they 'attended the SEI? (A lot of sour grapes, but they don't want our tough kids.) (Louise, seventh grade teacher).

"The pressure from peers who don't understand what you are attempting to accomplish" (Glenda, reading skills teacher) was another concern raised about other teachers as a constraining factor.

Administrators were also predicted as a constraining factor by three teachers. Lack of understanding on the part of several administrators was revealed when this teacher wrote

My only concern is trying to get my principal (who was not here), superintendent (not present), reading consultant (also not

present) and partner teacher (open classroom situation -- also not present) to understand and cooperate with what I am trying to accomplish (Robin, fifth grade teacher).

Convincing other administrative people besides her principal (who did attend the SEI) and school board "... how great we're going to be" (Louise, seventh grade teacher) was mentioned as an additional constraining factor related to administrators.

Two teachers predicted that students might be a constraining factor. They were sensitive to the possibility that their students might have a hard time adjusting to the new ways of teaching and learning reading. One teacher stated that " ... lack of immediate response on the students' part, I will try and remember not to expect a lot at first" (Garnett, fifth grade) would constrain her efforts. Supporting her students through this period of change was foremost on this teacher's mind when she stated

We are working with 7th graders and they have had many years to develop bad habits and have been taught with "old understandings". It may be hard to reassure them that there are other ways and show them how to restructure and make sense out of the new ways (Hope, seventh grade teacher).

Only one teacher indicated in her written comments that parents may be a constraining factor in her continued efforts to learn and use these new ways of understanding reading, reading instruction and learning to read. She communicated that "... parents who might not be comfortable with some of the concepts that may appear non traditional at first" could possibly be constraining factors (Flora, fifth grade teacher).

Self (2 teachers). While most teachers pointed to school structures as constraining factors and many mentioned other people as

constraining factors, only two teachers' comments centered on themselves. They communicated that their own "old habits" may be hard to break (Garnett, fifth grade). One teacher, indicating that she would try things at a gradual pace stated that "Even babies crawl before they walk and I'm not sure I even know how to do more than scoot across the floor yet (Lillian, sixth grade).

Summary of Predicted Facilitating and Constraining Factors

Asking teachers to predict those factors which would either facilitate or constrain their continued efforts to learn about new ways of thinking about and teaching reading with Chapter I students was, in part, an effort to help teachers begin constructing a bridge between the SEI and their on-going teaching practice. In addition, gathering this data had the potential to provide us with further insight into the ways teachers were thinking about facilitating and constraining factors related to the purposes, the practicality, and the cost of learning to teach in this new way (Doyle & Ponder, 1977-1978).

Eleven of the seventeen teachers responding predicted that professional interaction would facilitate their implementation/continued learning efforts during the next school year. More specifically, they indicated that continued sharing, discussions, and interactions with their instructional leader, their SEI school team, the SEI staff, and other teachers would provide the support they needed and wanted. Teachers also felt that students' written responses or students' attitudes were potential facilitating factors. Several teachers focused on the notion that creating a literate

environment in their classroom might facilitate the continued learning/implementation of the new understandings they had gained. These teachers focused on improving the physical environment.

While all the aforementioned teachers focused on facilitating factors which were, for the most part, outside their cognitive control, such as: other people, the students and the literate environment, there were three who perceived their own thinking as a facilitating factor. They suggested that their learning/implementation efforts during the next school year might be facilitated by their own individual reflections which they described as planning, rethinking, and self monitoring.

The primary constraining factors predicted by the teachers were related to the school structures of time, curriculum, materials, and schedule. Most of the teachers' responses related to school structure revealed their apprehension that learning to teach in this new way would require more time than they were used to and more time than was available. In addition, a few predicted that the pressure of having to follow their local school district's mandated curriculum might make it more difficult to change their way of teaching. A few teachers also expressed a concern that the lack of appropriate materials and scheduling difficulties would constrain their continued efforts.

The second major category of constraining factors revealed by teachers' focused on other people, such as: teachers, administrators, students, and parents. Most of their concerns centered around the perception that these people would not understand the new ways of approaching reading and reading instruction. They worried that these

other people might be jealous, uncomfortable, unaccustomed, and lack an understanding, all of which had the potential to undermine support for what they were hoping to accomplish.

As with teachers' perceptions about the factors that could facilitate their efforts, teachers' perceptions about constraining factors primarily related to factors outside the cognitive control of the teacher. However, there were two teachers who perceived that they, themselves, could be a constraining factor. One indicated that old habits were hard to overcome and the second recognized that she needed to begin any new endeavor at a gradual pace.

Discussion. Several teachers indicated that professional interaction was a facilitating factor in their learning during the Institute. This number increased to a majority of teachers who predicted that regular conversations with their instructional leaders within their SEI school teams, and with other SEI teachers would most support their continued efforts in the next school year. Teachers suggested that these conversations would lend support because the other professionals would understand the new ways of thinking about reading and reading instruction. They talked about the positive aspects of this interaction in terms of support, a kind of moral support, as they tried out these new ways of thinking about reading and reading instruction. Others described this support in terms of a kind of permission, or an absence of resistance from their instructional leader, as they continued trying something new. While teachers did indicate that they would be sharing ideas and experiences, they did not describe these interactions in terms of how

they might stimulate further thinking about reading or the teaching of reading. Their comments focused on a kind a moral support for implementation, or the actual teaching act, rather than an intellectual support for professional growth.

It is important to note that several teachers also indicated that other people, such as teachers, administrators, students, and parents had the potential to undermine their upcoming learning/implementation efforts. An interesting contrast: teachers and instructional leaders as facilitating factors versus teachers and instructional leaders as constraining factors. Teachers forecasted this lack of support based on the lack of understanding these other people might have of what they had learned during the SEI. It was perceived that if these other professionals understood what they were trying to accomplish, they would provide support; if they did not understand, they could not support their implementation efforts. And once again, the focus was not on supporting their professional, intellectual growth but whether these people would provide the moral support, or perhaps the permission, needed as teachers involved in changing their teaching practice.

Another interesting contrast occurred with teachers' perceptions of students as a factor. Teachers only mention of students as a facilitating factor during the Institute surfaced in their comments regarding the structure of the learning events for teachers. More specifically, teachers referred to their students being on-site during the practice sessions. There was no mention of students as a constraining factor during the Institute. When predicting factors for

the upcoming school year, however, a few teachers mentioned students as a facilitating factor while a few others noted them as a constraining factor. Students' written responses and their attitudes were stated as facilitating factors. Students' lack of immediate response and their old learning habits were mentioned as constraining factors. While different teachers mentioned students as facilitating and constraining factors, a similarity does exist in their focus. It seemed important to these teachers that students respond positively to the new ways of approaching reading and reading instruction. Teachers were looking to their students for support. If students' responses were positive, teachers' continued learning/ implementation would proceed. If students' responses were negative or delayed, teachers' continued learning/ implementation would be more difficult.

It is also possible to compare and contrast teachers' perceptions of themselves as a facilitating or constraining factor. Not one teacher reported themselves as being a facilitating or constraining factor during the two week SEI. And, there were only a few teachers who focused on themselves as a potentially facilitating or constraining factor in the next school year. Teachers who perceived themselves as a facilitating factor suggested that they would need to be more diligent about their planning, rethinking, and self monitoring if they were going to implement these new ways of approaching reading and reading instruction. Those who perceived themselves as a constraining factor suggested that they would need to be mindful of their old teaching habits and their need to move cautiously when learning as they attempted to continue learning/ implementing. There

was one teacher who indicated that she could be both a facilitating and constraining factor. This teacher perceived that constant self-monitoring of her thinking about the new understandings she had gained would be helpful. She also recognized that she would need to move into these new innovations gradually as her new understandings were just beginning to be understood.

Not unlike the nature of the data describing the facilitating and constraining factors during Phase I of the SEI, teachers primarily focused on the what rather than the how and the external rather than those factors within their cognitive control. Teachers were able to list factors but did not describe how these factors would influence their believing, thinking, planning, and eventually their behaving. Rather they focused on what would influence their behaving instead of what thinking, rethinking, learning and unlearning would occur before, during, or after the behaving, implementation. The questions remain: Was it the way the questions were constructed? Was it the timing of the questionnaire? Was it because teachers while beginning to understand their students' learning still were not able to focus on themselves as a learner?

Facilitating and Constraining Factors During Phase II

During Phase II, SEI teachers had returned to their local school districts and individual teaching assignments. After the first semester, SEI teachers and instructional leaders were notified that a phone interview would be conducted with each of them "... so that the SEI staff [could] continue to gain a better understanding of teaching, learning, and staff development programs". The letter also indicated

that a written report and presentation to the State Board of Education were required during the second semester. Each SEI participant was given the interview questions in advance so they were able to "... think critically and reflect about these issues prior to the actual interview" and that this forethought would "... not only help expedite the actual interview but offer an opportunity for [them] to continue learning about [themselves] as a teacher and learner" (See Appendix E). The interview had two main focal points for inquiry: one to investigate teachers' evolving conceptions of the teaching and learning of reading with Chapter I students and one to investigate those factors which teachers perceived were either facilitating or constraining their continued learning and/or efforts to transfer those new understandings to their teaching practice. As teachers' reports regarding their evolving conceptions have been reported in an earlier chapter, our attention now turns to those aspects relating to teachers' report of factors which they perceived as facilitating or constraining their continued learning/implementation efforts.

Questions on the interview protocol which were designed to investigate teachers' thinking about facilitating and constraining factors present in their teaching practice were:

Have these strategies and new understandings affected your teaching in other areas or carried over to your work with other students and teachers? If so, in what ways?

Of the new strategies and understandings you gained last summer, which were the easiest to implement? Why? Which were the most difficult? Why?

Did your principal and/or instructional leader attend the SEI? How have you worked with your principal/instructional leader? How has this been different from the past?

In what ways have you worked with your SEI building team?

Are there any other comments, questions, or concerns you'd like to address at this time?

Do you have any suggestions for the continuation or follow-up of the SEI project?

Data gathered from all the above questions related to teachers' perceptions of factors which either facilitated or constrained their continued learning and/or implementation efforts will be collapsed and reported as a whole rather than as responses to each question. Teachers' responses will continue to be tabulated and reported according to the number of teachers making particular types of comments.

Teachers' Perceptions of the Facilitating Factors During Phase II.

During the months of March and April, teachers were asked to participate in a telephone interview partially designed to investigate their perceptions of those factors which were continuing to facilitate the use of the new understandings gained during the two week SEI. Teachers' responded that professional interaction between themselves and their principals or instructional leaders, their SEI teams, and other teachers within their particular building were facilitating factors. Teachers also indicated various other facilitating factors such as parent support, materials, knowledge gained, students' responses, and freedom to make decisions. However, none of these latter facilitating factors were mentioned by more than one or two teachers. (See Table 6.3).

**Table 6.3 Teachers' reports of facilitating and constraining factors
Phase II, Midyear**

Factors	n	Factors	n
<u>Facilitating Factors (12)</u>		<u>Constraining Factors (17)</u>	
Professional Interaction	11	Professional Interaction	13
Principal/ I.L. (11)		SEI school team (11)	
SEI team (1)		Other teachers (10)	
Other teachers (1)		All SEI participants(3)	
		Principal/ I.L. (2)	
		SEI staff (2)	
Parent Support	2	Time	9
Freedom to Make Decisions	1	T/S Interaction (4)	
Materials	1	Materials (2)	
Students' Responses	1	Miscellaneous (3)	
Teacher Understanding	1	Teacher Understanding	5
		Basil/Reading Materials	3
		Miscellaneous	2

Professional Interaction (11 teachers). Professional interaction was one of the primary facilitating factors previously listed in both the results regarding facilitating factors within Phase I of the SEI and those facilitating factors which teachers predicted would continue to facilitate during Phase II. In both cases teachers reported that professional interaction with their principal or instructional leader, their SEI team, and the SEI staff had and would continue to facilitate their on-going learning/use of the new understandings. The school team was planned to be an integral part of the staff development design in both Phase I and Phase II of the SEI. During Phase II principals/instructional leaders were to observe and tape record each

teacher presenting a reading lesson at least once a month. In addition, the principal was to conduct and tape record student interviews with the SEI Chapter I students after each of these reading lessons. School teams were to use these observations and taping sessions as occasions for continued interaction regarding the new understandings gained at the SEI.

The results of this telephone interview reveal that several teachers continued to perceive professional interaction as an important factor to their continued learning and implementation efforts. In this interview teachers focused on professional interaction with their instructional leader/principal, their SEI teams, and other teachers in their particular school.

There were eleven teachers who indicated that interactions with their instructional leader/principal had continued to have a positive influence. Teachers' comments counted as facilitating factors relating to their instructional leader/principal had to reveal that there was regular dialogue regarding their new understandings, instruction, observations of actual lessons, and/or audio taping of reading lessons. For example this teachers' statement focuses on observations as well as conversations when he states

"My principal comes in and observes me far more than a first year teacher. We kind of talk out the observation, noting what went well and what I might adjust. We monitor and adjust what it is I teach. He comes in every other week (Paul, fifth grade teacher).

Another teacher working with her principal had similar reasons for suggesting that their interactions had been helpful when she said, "My principal attended the SEI. He is real supportive of the program and

does the taping. I have a good rapport with him but we can't spend as much time as we want talking about these matters as he is also involved this year in PET [Program for Effective Teaching]" (Hope, seventh grade teacher). This teacher described her principals support when she stated that

My principal attended the SEI last summer. She does not have the time to do what we did last summer. However, she does come in and observe and go through an evaluation procedure. We talked in such a saturated way last summer that she is now very supportive. She allows flexibility and freedom after working with us closely last summer. Had she not been there and listened and seen it, I'm sure she would have questioned what we were doing (Eileen, reading skills teacher).

Four teachers who were housed in different buildings than their instructional leader/principal who attended the SEI also reported that they had been able to maintain positive interactions with their instructional leader. Their interview responses all indicate that regular conversations with their instructional leaders were focusing on the new understandings gained.

Our SEI team is scattered in different buildings. Frances [the instructional leader who attended the conference] does the taping. However, my principal [who was the director of the SEI enrichment experience for the students] is also helpful to me. When I went back into my classroom after the SEI and accepted that I would begin my instruction with the kids but do it my own way, I began to write an article for a state reading journal. The writing of that article helped me struggle with where to start thinking about my lessons and helped me change my focus. Tom really worked with me on that article (Flora, fifth grade).

My principal did not attend but the instructional leader who attended is housed several miles away in another building. She has helped me with a young authors' program. She is full of ideas and listens to my ideas and requests. She comes in every Thursday and tapes and observes (Glenda, reading skills teacher).

We're all in different buildings. The instructional leader who attended the SEI comes in once every other week to observe and tape. We've had a chance to discuss problems and suggestions and

we have worked on some new instructional materials. But I never get to see the other teacher (Unise, sixth grade teacher).

My instructional leader attended the SEI. She is the compensatory education director. Except for the observations and tapings, our work together hasn't been any different this year than last. She is an exceptional leader, very supportive (Kitt, reading skills teacher).

Of the seventeen teachers interviewed only one teacher suggested that his work within the SEI school team continued to be a positive factor in his continued effort to think about and implement the new understandings gained. He stated that "Our reading consultant was the instructional leader to attend the SEI. Since the SEI, the three of us have worked as a team. We work quite regularly to discuss the new ways of teaching reading" (Morey, sixth grade teacher).

Flora was the only teacher who indicated that she was involved in extending the conversations about these new understandings of interactive reading instruction with other teachers in her building. She stated that she "... had gotten all fifth grade teachers involved and had even involved the title one teacher who seemed very interested in helping [her] rethink the reading program.

Parents' Support (2 teachers). Two teachers who taught in the same elementary school (members of the same SEI school team) indicated that parent support had facilitated their efforts in continuing to use/implement the new understandings. One indicated that "We have had such good feedback from parents about what we've been doing. Trying all these new ideas for the first time -- these comments help" (Lana, fifth grade teacher). "Almost every parent can see a difference in their child's attitude and school grades. Parents have been asking

lots of questions and want to know if we will get to attend another one [SEI]" (Muriel, fifth grade teacher).

Freedom to Make Decisions (1 teacher). There was only one teacher who indicated that she was able to continue using the newly gained understandings because she had the freedom to make curricular/instructional decisions for her students. She said

The easiest strategies and new understandings to continue thinking about and implementing have to do with explicit explanations and a curriculum that starts with the child. I used to teach a skill, suggested by the basal, until it was mastered but I never explained the how, what, when, or where to the students. I don't think they ever really understood the application of the skill. I have now accepted and said that I am not going to start with the curriculum.

I am going to start with the child's needs. This has been easy for me to put into practice because I am given a great deal of freedom. We have no basal system that is mandated by our school district. This has allowed me to choose whatever books and materials and instructional strategies I think meet my kids' needs (Flora, fifth grade teacher).

Materials (1 teacher). Creating a literate environment, for this particular teacher, was facilitated by the availability of materials. He stated that, "Collecting, organizing, and providing materials for the literate environment has been the easiest part of continuing to use the ideas I learned at the SEI" because of all the materials we have to use" (Morey, sixth grade teacher).

Students' Responses (1 teacher). One teacher commented that using the explicit explanation process was easy for her because her students were beginning to internalize the process. This was evidenced when she stated

"The easiest ideas to continue implementing have for me been the explicit explanation. I explain the what, when, why, and how at the beginning of the class and then ask these questions at the

end of class. Now they ask these questions to me. 'Why are we learning this? When will we use it?'" (Pamela, reading skills teacher).

Teacher Understandings (1 teacher). There were twelve teachers who stated that the knowledge gained during the SEI was easy to implement. Several of these teachers noted that explicit explanation, modeling, teacher student interactions, and creating a literate environment were new teaching strategies that they were having success in implementing. A few teachers also indicated that teaching reading skills before the reading selection and drawing on students' prior knowledge was also easily implemented. However, only one teacher articulated that these new understandings or knowledge that she had gained about reading instruction was a facilitating factor which she perceived as influencing her continued learning and use of a new idea. This particular teacher stated that she has found that "Creating a literate environment has been easy because now I know why the classroom environment is so important and I have a purpose in creating it" (Muriel, fifth grade teacher).

Teachers' Perceptions of the Constraining Factors During Phase II.

All of the teachers interviewed articulated factors that they perceived as constraining their continued efforts to learn/implement the new ideas gained during the Institute. While teachers listed professional interaction as a facilitating factor, they also expressed that it was a constraining factor in their efforts. Professional interaction was further delineated in their comments as the SEI school team, other teachers, all SEI participants, principal/instructional

leader, and SEI staff. Other constraining factors suggested by teachers were time (as it related to teacher/student interactions, materials, etc.), basal/reading materials, students' responses, and knowledge gained. (See Table 6.3).

Professional Interaction (13 teachers). As previously stated, most SEI teachers had indicated professional interaction as one of the factors that facilitated their learning efforts during the Institute and speculated that it would continue as a facilitating factor during Phase II. Mid-way into Phase II, however, teachers began to report that some forms of professional interactions that they had hoped would continue had not materialized. Teachers centered their comments about the lack of professional interaction around the SEI school team, other teachers, all SEI participants, the principal/instructional leader, and the SEI staff.

The SEI school teams were established at the inception of the SEI as an integral part of the year long staff development effort. Grounded by research which states that more effective staff development models are school based (Marsh & McLaughlin, 1978) and that collaboration within the workplace has a positive influence on implementation efforts (Little, 1981), SEI teams were formed for each participating school. School teams included the principal/instructional leader and two teachers. During Phase II team members were to continue collaborating, providing each other with moral as well as intellectual support, on a regular basis regarding the new understandings they had gained about reading and reading instruction.

When asked in what ways they had worked with their SEI school team, eleven of the seventeen teachers interviewed indicated that they had not continued working as a team during Phase II. Six of the eleven teachers were not in the same building as their teacher counterpart and offered statements that working with the SEI school team was "Not applicable" (Lillian, sixth grade teacher) or "We have no school team as we are in different buildings" (Robin, fifth grade teacher) or "This doesn't pertain, Kitt and I are several miles apart in different buildings" (Glenda, reading skills teacher). One of those teachers also stated that if she had the chance to do it again

I would stress that a team who can work together all year attend the SEI with students. I have lost something -- a working relationship with the rest of the team, that I had in the summer because we are all in different buildings (Unise, sixth grade teacher).

Statements from two teachers who were in the same building revealed that they also didn't work as a team. "Betsy has many jobs. She is a reading consultant and doesn't just work with Chapter I students. She does some testing with my students and sees them on a regular basis, but we don't work as a team" (Paul, fifth grade teacher). Paul's counterpart stated that "We really haven't worked as a team. Paul and I have very little contact. I have helped him with a skill and we do try to think of other approaches but that's about it (Betsy, reading skills teacher). Another pair of teachers who did teach in the same building had contradictory statements and yet both statements indicated that they did not work as a school team. One stated that while they (Muriel and Lana) "... work closely together, our principal does not work with us" (Muriel, fifth grade). The other

teacher stated "Not at all. We do not work as a school team and we are in the same building" (Lana, fifth grade teacher).

Ten teachers also indicated that they missed working with, talking with other teachers. They hoped that if the SEI were held again, that other teachers within their schools could attend. Their rationale for involving other teachers indicated a need to talk with other teachers about what they were doing. This is evidenced by such statements as

... I could use other teachers 'in-the-know' to talk to (Paul, fifth grade teacher).

I don't know how but we could all bring one other interested teacher to a future SEI. We need the interaction with other participants. It's been a long time since we were undergrads and it's good to feel like colleagues. That sharing and support is helpful (Flora, fifth grade teacher).

If we had a refresher course, we could bring in other teachers. We are not expert enough to talk to other teachers yet (Glenda, reading skills teacher).

I would like the SEI to continue and to see other teachers and students have the chance to participate. We should have more follow-up with more group exchange (Pamela, reading skills teacher).

The need for additional professional interaction was the focus of three teachers' perceptions regarding the lack of interaction with all SEI participants. Two up-date/instructional sessions were scheduled during the school year for all participants (teachers and principals/instructional leaders and the SEI instructional staff). The principals/instructional leaders met once a month. These three teachers also wanted to meet on a more regular basis. "I just hope the SEI group, the whole group, can meet more often. Just so we can hear what other people are doing" (Hope, seventh grade teacher).

"We'd better all get together soon if we want this to have the greatest impact with the greatest number of kids" (Eileen, reading skills teacher). "I just think it would be really good to continue talking together as a group. At least every two or three months (Lana, fifth grade teacher).

There were also two teachers who indicated that they were not interacting with their principal/instructional leader on a regular basis. Robin expressed her feelings of isolation as the only person in her building who attended the SEI when she stated that

My principal did not attend. An instructional leader from my district attended but I only get to see her three or four times a year because she is in another building. She had never been in my building before. At first she came to listen and tape my lessons but now she has gotten my reading specialist to come in and ask the students the questions after the tapes. So I don't talk with anyone about what I'm doing (Robin, fifth grade teacher).

The other teacher stated that "My principal attended SEI but he has not worked with us on the things we learned. I asked some questions and he gave me some suggestions but he is extremely busy. He hasn't interacted with us" (Lana, fifth grade teacher).

Finally, there were two teachers who perceived that they needed more interaction with the SEI instructional staff. SEI instructional staff were scheduled to go into each building two times during Phase II. They were actually able to visit some schools twice and others only once. These visitations depended on scheduling and invitations. One teacher whose building principal did schedule two visitations suggested that besides more interaction with other teachers and her SEI counterpart, housed in another building, she felt that she needed to talk with "... professors from the University for continued growth"

(Flora, fifth grade teacher). The other teacher, whose building principal scheduled one visit with SEI instructional staff, and who had previously indicated that she lacked interaction with her principal, her SEI school team, and other teachers also commented that

When they [the SEI instructional staff] came to my school, they only stayed for just a few minutes. I really didn't even get much of a chance to visit with them. They observed but we didn't talk much. I felt slighted. I wish they would come more often and stay longer (Lana, fifth grade teacher).

Time (9 teachers). As might be expected, many teachers made comments that time had been a constraining factor in their on-going attempts to continue the learning/implementation of this new way of approaching reading/reading instruction. Time to engage in the interactive model of reading instruction, time to gather appropriate materials, and other miscellaneous items were mentioned as constraining factors.

When four teachers talked about teacher/student interactions, or engaging in dialogue with their students during the reading lessons to determine students' understandings of what was being taught, they also mentioned that this new way of approaching teaching/learning was time consuming. One teacher mentioned that teacher/student interaction was difficult with "... Chapter I students because they come and go. To get all this crammed into a certain amount of time, to get student feedback about what they're thinking -- you need more time to do it well" (Paul, fifth grade teacher). Another teacher stated

One of the big problems with teaching this way is that it takes a full one-half hour to talk through this as the process is the emphasis. If they talk through it, I can find out how to help

them. But if they don't, I have no idea how to help them (Pamela, reading skills teacher).

The other two teachers made similar comments.

Spending time to secure appropriate materials for reading instruction was mentioned by two teachers as a constraining factor in their efforts. Both teachers who suggested this constraining factor were focusing their comments on reading materials.

The hardest part for me this year has been to reevaluate the reading materials. It takes me much longer to do that this year. I'm trying to match reading skills with stories. It is very time consuming. But it has also been very rewarding (Muriel, fifth grade teacher).

The rethinking and reteaching and reshuffling of the Houghton-Mifflin basal has been very messy time wise and thinking wise. Skills are not set up to go with a story. They don't match the lesson and don't come before the lesson. This takes a lot of thought, time, and effort. And, I just don't have that kind of time (Morey, sixth grade teacher).

There were three other teachers who mentioned that time was a constraining factor. One teacher simply indicated that "To have the time to plan and teach in this new way -- time becomes a barrier" (Eileen, reading skills teacher). The other two teachers offered additional reasons that time had become a constraining factor after adopting these new ways of thinking/teaching. Flora, who had reshaped her reading instruction to be more child centered, offered these comments

The hardest part of rethinking reading is the time and commitment it takes. I have become committed to the child. I used to have reading class. Now I have reading with Kent, Anise, It takes an awful lot of time in your mind. I try to side step the system for these kids. I am responsible for the students. If something is not working I am taking the responsibility for not going far enough or getting enough help or enough materials for my students. They have to be given a chance to learn. I am constantly leaving my mind open to be thinking about all this stuff (Flora, fifth grade teacher).

Robin told that, "The most difficult is that I just don't have the time to teach this way because I have too many reading groups. I can't spend the time needed with each reading group that I have " (Robin, fifth grade teacher).

Teacher Understandings (5 teachers). Continuing to learn about the new understandings they had gained during Phase I of the SEI by implementing them into their classrooms was further constrained by teachers' own understandings. Three teachers indicated that knowing how to respond to their students' needs made implementing these new understandings difficult. One teacher stated that "I think I have some neat ideas when I use the fix-it strategies but sometimes those ideas are hard for my students to think out. It's just difficult for me to tell when students are going to have a blockage" (Hope, seventh grade teacher). A similar sentiment was offered by another teacher when she said, "I find teacher/student talk difficult. Sometimes it goes so easy and other times it is so hard to know how to respond. It seems so hard to hit it just right" (Kitt, reading skills teacher). The third teacher who stated that her own understandings were limited when she thought about how to meet her students' needs stated that hardest thing for her to implement had " ... been the problem solving strategies because I have difficulties knowing which problems fit my students' needs" (Unise, sixth grade teacher).

Two other teachers' responses also revealed that their limited understandings had some constraining effects on their continued learning/implementation efforts. One teacher focused on the difficulties of implementing a planning strategy when she stated that

"The hardest thing for me has been to separate, in my own mind, the attitude, the concept, and the process objective in planning a lesson. They are so closely interwoven and to have all these come together has been difficult" (Eileen, reading skills teacher). The other teacher's limited understanding was related to a teaching strategy. She stated that, "The hardest thing to implement has been the modeling. It just seemed so awkward at first. I never thought to think outloud before. As the year has gone by it has become easier" (Lana, fifth grade teacher).

Basal/Reading Materials (4 teachers). Teachers who were using a basal reading series had to search for supplementary materials to match the needs of their students as well as the new teaching style they were continuing to learn/implement. Paul stated that, "The hardest part of this process has been to match the skills with the stories that are in the basal series. To match skills to the reading selection, I usually have to go outside the basal and use dictionaries, encyclopedias, and science books" (Paul, fifth grade teacher). For another teacher. "... trying to find examples of materials to go with higher level thinking skills in reading is very hard for me. I have to use something other than the basal and the materials I find seem either too hard or too easy for my students. There is not an between" (Glenda, reading teacher). Yet another teacher indicated that it was, "... hard finding materials to use with the fix-it strategies for reading instruction" (Kitt, reading teacher). The final teacher who felt that looking for materials was difficult said that, "Creating a literate environment was hard because

of thinking of different projects and trying to gather the right materials for the right students at the right time" (Garnett, fifth grade teacher).

Miscellaneous (2 teachers). Indicating that there were "... environmental constraints in other teachers' rooms", was Betsy, a reading skills teacher who taught in a school where teachers shared common classroom spaces. The final factor which a teacher perceived as constraining her efforts was the SEI reading seminar. This teacher stated that the hardest thing for her had been modeling the reading ideas because

The reading stuff was like a graduate course, a lot of theory instead of the how to do it. I was excited with the brochure, but it was a typical education course. The SEI instructors needed EEEI (Madeline Hunter's Essential Elements of Effective Instruction). We needed something fresh for our students (Norma, fifth grade teacher).

Summary of Facilitating and Constraining Factors During Phase II

A portion of the midyear telephone interview was designed to investigate teachers' perceptions of the factors that were facilitating or constraining their efforts to continue learning/implementing the new understandings they had gained. Seventeen teachers participated in the telephone interview. Of those seventeen teachers, 12 reported facilitating factors and 5 reported constraining factors. Facilitating factors were primarily related to professional interaction while constraining factors were primarily related to professional interaction, time, teacher understanding, and reading materials.

Of the twelve teachers reporting facilitating factors, eleven commented on professional interaction. All eleven stated that professional interaction with their instructional leader had facilitated their continued efforts to learn/implement the new understandings they had gained about reading and reading instruction. Some teachers indicated that their instructional leader's visits followed a routine; they observed reading lessons, taped students' responses to those lessons, and went through an evaluative procedure with the teacher. Others spoke of dialogue which facilitated adjustments for future reading lessons and which acknowledged their ideas. One teacher reported that interactions with her instructional leader had helped her write an article for a state reading journal. There was only one teacher who indicated that his SEI team continued to meet on a regular basis and one teacher who stated that her work with other teachers had facilitated her continued learning.

The other responses regarding facilitating factors were mentioned by only one or two teachers each. Two teachers revealed that parental response to the SEI experience and their child's positive attitude and good grades had facilitated their continued learning/implementation efforts. There was only one teacher each who stated that the freedom to make curricular decisions, available materials, students' responses to the explicit explanation process, and her own understandings had been facilitating factors.

All seventeen teacher respondents conveyed factors that were constraining the use of their new understandings about reading and reading instruction. Professional interaction surfaced as the major

constraining factor. Eleven teachers offered comments about the fact that their SEI teams were not meeting on a regular basis, while ten teachers stated that they missed working with other teachers on a regular basis. There were also a few teachers who mentioned that not meeting regularly with all the other SEI participants, their instructional leader, and the SEI staff had constrained their efforts.

A second major constraining factor which surfaced from the teachers' interviews was time. Here teachers spoke of the time it took to accommodate teacher/student interactions during the reading lesson and the time it took to find appropriate reading materials. Only one teacher each reported that the time to teach in this new way, the number of reading groups, and the time to think about this new approach to reading had been a constraining factor.

Five teachers stated that their own understanding was often a constraining factor. These teachers talked of how difficult it was to know how to respond to their students' thinking and their elementary understanding of instructional strategies for reading. Finally, there were three teachers who noted the lack of appropriate reading materials as a constraining factor and one teacher each who noted environmental constraints in her school and the SEI reading seminar which had been too much like a graduate course.

Discussion. There are several noteworthy results which have surfaced in teachers' comments regarding facilitating and constraining factors in Phase I and Phase II. Similar to the results from the Phase I questionnaire, there were many more teachers making comments about constraining factors than facilitating factors midway into Phase

II. What could be the reason for this? As previously stated, one could speculate that it is easier for teachers to articulate constraining factors than facilitating factors. But why? Another look at the data tells us that except for the addition of professional interaction as a constraining factor during Phase II, teachers' comments about constraining factors have included more emphasis on school structures such as timing factors, the availability of materials, curricular concerns and reading groups. This emphasis is also evident in research and other educational literature which describes the ways in which the nature of teaching in schools makes it difficult to teach in new and innovative ways because of school structures (Elmore, 1990; Goodlad, 1984; Rowan, 1990). So, perhaps these results should not be surprising; perhaps they are an accurate portrayal of the numbers of endemic factors which constrain the teaching practice.

Is it also possible that all of these constraining factors are seen by teachers as outside their control and that is why they are so evident to teachers. There are very few responses to this interview and the previous questionnaire which reflect teachers' thoughts about those factors within their own cognitive realm which have either facilitated or constrained their learning/implementation efforts. Teachers rarely mentioned such factors as their own understandings, beliefs, attitudes, and behaviors. When it is mentioned, as was teacher understanding in this interview, teachers mentioned it as constraining rather than facilitating. Do teachers know how to talk

about their teaching, their learning, as well as they know how to talk about external factors which constrain their teaching practice?

That teachers mentioned professional interaction as both a facilitating and constraining factor was surprising. It was surprising because teachers had predicted it as a facilitating factor. Teachers had reported that it was a valued part of their SEI experience and they had predicted that it would continue. On the other hand, it is not surprising, for we know that professional interaction in schools is not the norm (Little, 1982, 1987). While teachers perceived that professional interaction with their instructional leader was still taking place, they reported that they were not able to continue working in their school teams and were feeling the loss of talking with other teachers. Even though school teams were an integral part of this staff development model, designed to offer continued moral and intellectual support for teachers and instructional leaders in their local school setting, the continued collaboration between team members did not materialize. While it appeared that teachers perceived continued interaction with their instructional leaders as a facilitating factor, it also was evident that neither the teachers nor the instructional leaders had been able to foster professional interaction between all team members.

Finally, the number of teachers reporting time as a constraining factor had remained consistent since Phase I. Teachers had reported that it had constrained their learning during Phase I and predicted that it would constrain their continued learning/implementation efforts during Phase II. The only factor which was predicted to

constrain teachers' efforts during Phase II and was not reported as a constraining factor during Phase II was the curriculum.

Facilitating and Constraining Factors. Phase II -- One Year Later

The final questionnaire was an attempt to bring closure on one line of inquiry: facilitating and constraining factors of staff development. Earlier investigations (a questionnaire administered at the end of Phase I and an interview conducted midway into Phase II) were purposefully designed to include open-ended questions asking teachers to state what facilitating and/or constraining factors were or might be present during particular phases. It was determined that another list of facilitating and constraining factors would not contribute to the study. Therefore, this final questionnaire was designed, in part, to measure teachers' perceptions of the extent to which various factors had either facilitated or constrained a continued sense of empowerment or control over the new understandings they had gained during Phase I and Phase II. In addition, the final questionnaire was designed to measure teachers' perceptions regarding the similarities and differences between the facilitating and constraining factors in Phase I and Phase II.

Investigating teachers' perceptions of the factors which either facilitated or constrained a sense of control or empowerment over new understandings gained was justified in three ways. First, continuing this particular line of questioning was central to the original research questions centered on facilitating and constraining factors and the similarities and differences between facilitating and constraining factors in Phase I and Phase II. Second, one of the

original purposes of the Institute was for all SEI participants to gain control over their learning. In Chapter Five, the investigation of teachers' evolving conceptions culminated by attending to the extent to which and the ways in which teachers were feeling control over what they now understood about the teaching and learning of reading with Chapter I students. A parallel measure seemed appropriate for teachers' perceptions regarding the extent to which facilitating and constraining factors had empowered that learning. The third justification was based on teachers' responses to the previous questionnaires and interview. Teachers had indicated in the first questionnaire and in the midyear interview that particular factors were influencing their continued learning/implementation efforts. This final interview was designed to follow up on many of the same factors teachers had previously noted as facilitating and constraining factors. In fact, most of the factors provided on the final questionnaire for teachers to rate were taken from teachers' previous responses.

There were two parts on the final questionnaire which gave teachers an opportunity to rate the extent to which they felt that a variety of factors had facilitated or constrained their sense of empowerment or control as they continued to learn/implement: section one for Phase I and section two for Phase II. Teachers were to rate this extent on a Likert scale, numbered one to five with (1) representing "greatly facilitated", (2) representing "somewhat facilitated", (3) representing "neither facilitated or constrained",

(4) representing "somewhat constrained", and (5) representing "greatly constrained". Tables 6.4 and 6.5 depict teachers' responses to these queries.

Teachers' Perceptions of Facilitating and Constraining Factors for Phase I -- One Year Later

An examination of the frequency table for Phase I suggests that teachers perceived several factors as facilitating a sense of control or empowerment in their teaching practice. Those factors which 75% or more of the teachers rated as facilitating, (a combined rating of both the "greatly facilitated" and "somewhat facilitated" categories), were professional interaction, presence of the Chapter I students, the SEI instructors, knowledge gained about reading and reading instruction, and practice opportunities. That professional interaction with all SEI participants and within their school team were reported as facilitating factors should come as no surprise. In retrospect, more teachers had reported professional interaction as a facilitating factor on the previous questionnaire (Phase I) and interview (Phase II) than any other factor. In fact, 100% of the teachers ranked them as facilitating their sense of control or empowerment during Phase I.

Knowledge gained about reading and reading instruction was another category which 75% or more of the teachers indicated as facilitating a sense of control/empowerment. Teachers' perceptions that the knowledge gained about reading (88%) and reading instruction (82%) had facilitated a sense of control or empowerment during Phase I was also evident in teachers' previous questionnaires and in their interviews. This rating was not true of mathematics and mathematics

Table 6.4 Teachers' ratings of facilitating and constraining factors - phase I

Factors	Greatly Facilitated (1)			Somewhat Facilitated (2)			Neither Facilitated or Constrained (3)			Somewhat Constrained (4)			Greatly Constrained (5)			No Response		
	n	%		n	%		n	%		n	%		n	%		n	%	
1. MSU setting	7	41		3	18		1	6		5	29		1	6				
2. Away from local school setting	6	35		1	6					9	53		1	6				
3. Scheduling of SEI in summer	5	29		3	18		4	24		5	29							
4. Professional interaction-all	7	41		10	59													
5. Professional interaction-team	12	71		5	29		2	12								1	6	
6. Presence of my own students	8	47		6	35		5	29		3	18					1	6	
7. Type of students (Chapter I)	4	24		4	24													
8. Instructors' knowledge of subject matter	12	71		3	18					2	12							
9. Instructors' teaching strategies	4	24		10	59					2	12		1	6				
10. Instructors' encouragement	8	47		6	35		1	6		2	12							
11. Instructors' coaching of learning	6	35		6	35		2	12		1	6		2	12				
12. SEI staff encouragement	5	29		6	35		3	18		2	12					1	6	
13. SEI staff coaching of learning	4	24		4	24		6	35		2	12					1	6	
14. Knowledge gained of reading process	12	71		3	18								2	12				
15. Knowledge gained of mathematics process	4	24		4	24		3	18		3	18		1	6		2	12	
16. Knowledge gained of reading instruction	12	71		2	12		1	6		1	6		1	6				
17. Knowledge gained of math instruction	3	18		6	35		2	12		2	12		2	12		2	12	
18. Practice opportunities	2	12		12	71		1	6		2	12							
19. Planning time allowed	1	6		5	29		1	6		5	29		5	29				
20. Projection of a year long plan	1	3		8	47		5	29		2	12		1	6				

Table 6.5 Teachers' ratings of facilitating and constraining factors - phase II

Factors	Greatly Facilitated (1)		Somewhat Facilitated (2)		Neither Facilitated or Constrained (3)		Somewhat Constrained (4)		Greatly Constrained (5)		No Response	
	n	%	n	%	n	%	n	%	n	%	n	%
1. SEI instructional leader's encouragement	5	29	8	47	3	18	1	6				
2. SEI instructional leader's coaching of new learnings	4	24	4	24	6	35	3	18				
3. SEI partner teacher's encouragement	6	35	2	12	9	53						
4. SEI partner teacher's coaching of new learnings	3	18	1	6	11	65	2	12				
5. SEI team meetings in local districts			2	12	12	71	2	12	1	6		
6. SEI follow-up meetings for ALL SEI districts			5	29	10	59	2	12				
7. Your knowledge of the reading process	5	29	9	53	3	18						
8. Your knowledge of the mathematical process	3	18	5	29	6	35					3	18
9. Your knowledge of the instructional strategies	6	35	8	47	3	18						
10. SEI students already "in-the-know" about the new strategies	2	12	8	47	4	24					3	18
11. SEI students' attitude toward school	3	18	6	35	2	12	2	12	1	6	3	18
12. Basal texts					7	41	5	29	1	6	4	24
13. Available materials	1	6	2	12	4	24	2	12	2	12	6	35
14. Time to plan			1	6	4	24	6	35	5	29	1	6
15. Time to use the instructional sequence model			1	6	5	29	5	29	3	18	3	18

instruction which was rated by approximately 50% of the teachers as facilitating. This is not surprising as most teachers had indicated on the post Phase I questionnaire that including reading as well as mathematics seminars and practice sessions during the two week SEI was too much information to digest. In addition, follow up activities during Phase II such as the two, whole day seminars, classroom visitations, and the instructional leader meetings were primarily devoted to continued support for reading instruction.

A third category which ranked highly as facilitating teachers' sense of control/empowerment during Phase I related to the SEI instructional staff. Here teachers were consistent in their ratings for the knowledge of (89%), the instructional strategies used (83%), and the encouragement given (83%) by the SEI instructional staff. While this measure was taken at the end of Phase II, it seems in line with what teachers reported at the end of the two week Summer Institute. At that time, many teachers spoke positively about the instructional staff and their interactions with them.

Teachers also rated the presence of Chapter I students at the SEI (88%) and opportunities to practice instructional strategies (82%) as facilitating factors during Phase I. This is also consistent with the previous data collected during Phase I. Based on evidence provided in the questionnaire administered on the last day of Phase I, approximately one-third of the teachers spoke about the helpfulness of the practice opportunities with their Chapter I students provided after each seminar.

There were far more factors rated as facilitating rather than constraining teachers' sense of control/empowerment during Phase I. While approximately half of the factors listed were ranked by more than 75% of the teachers as facilitating, seventeen of the twenty factors listed were rated as facilitating by 50% or more. In fact there were only three factors which did not qualify for a 50% or more rating: being away from the local school setting, scheduling of the SEI during the summer, and planning time allowed. Being away from the local school setting was ranked by 59% of the teachers as constraining, planning time was ranked by 49% of the teachers as constraining, and scheduling of the SEI during the summer was ranked by 29% as constraining. While there was no evidence offered in the previous questionnaires/interview to suggest that teachers had been concerned about the scheduling of the SEI during the summer, there had been a couple of comments about not being close enough to their local school to use familiar teaching materials during the Institute. Consistent with previously reported findings, planning time was rated by almost half of the teachers as a constraining factor. As a part of the criticism of the SEI on the Post-Phase I questionnaire, a majority of the teachers complained about trying to accomplish too much during the Institute within an overly tight daily schedule.

Teachers' Perceptions of Facilitating and Constraining Factors for Phase II -- End of Phase II

An examination of the frequency ratings for Phase II (See Table 6.5) reveals differences in numbers of factors perceived as facilitating teachers' sense of control/empowerment. While

approximately half of the factors were rated by 75% or more of the teachers as facilitating during Phase I, only three of the sixteen factors were rated by 75% or more of the teachers as facilitating during Phase II. These three factors were: teachers' knowledge of the reading process (82%), teachers' knowledge of instructional strategies for reading (82%), and the SEI instructional leaders' encouragement (76%). The ratings of teachers' knowledge of reading and the instructional strategies for reading are very similar to teachers' ratings for Phase I, which were 88% and 82% respectively. In addition, these ratings are congruent with the findings reported from questionnaires and interviews actually conducted during Phase I and Phase II. A large majority of teachers' written and spoken comments at those times revealed that teachers perceived they had learned new ways to think about reading and reading instruction.

Only one factor related to professional interaction was rated by 75% or more of the teachers as facilitating their sense of control/empowerment during Phase II: the SEI instructional leader's encouragement (76%). The other factors related to professional interaction (SEI instructional leader's coaching of new learnings, SEI partner teacher's encouragement, SEI partner teacher's coaching of new learnings, SEI team meetings in local districts, and SEI follow-up meetings for ALL SEI districts) were rated by less than 50% of the teachers as facilitating factors. This result is noteworthy as professional interaction had previously been rated by teachers as a facilitating and potentially facilitating factor. It is also noteworthy because, at this point in time, teachers make a clear

distinction between their instructional leader's encouragement and their instructional leader's coaching of new learnings. Seventy-six percent (76%) of the teachers rated their instructional leader's encouragement as facilitating a sense of control/empowerment while only 48% of the teachers rated their instructional leader's coaching of new learnings as facilitating a sense of control/empowerment. This distinction had also become clear during the midyear telephone interview when some teachers reported that talks with their instructional leader focused on a set evaluative procedure conducted with students while others stated that talks with their instructional leader focused on helping them reflect on their teaching. Overall, results from the telephone interviews conducted midway into Phase II revealed mixed reactions for professional interaction, as a majority of teachers reported various aspects of professional interaction as both facilitating and constraining their continued efforts at learning/implementation.

There were also three factors which 35% or more of the teachers reported as constraining their sense of control/empowerment during Phase II: basal texts (35%), time to plan instruction (64%), and time to use the instructional strategies (47%). Basal texts had been previously reported by three teachers midway into Phase II as a constraining factor. And as previously stated, time had consistently been reported as a major constraining factor since Phase I.

The differences on this final questionnaire between teachers' reports for Phase I and Phase II reveal the large disparity between the numbers of facilitating factors reported for Phase I and Phase II.

This difference can also be illustrated by the fact that there is more dispersion in teachers' responses on the Phase II rating scale than on the Phase I rating scale; numbers of teachers and percentage ratings are lower in the facilitating categories and higher in the neither facilitated or constrained category for Phase II. How can these differences be explained? Did teachers at this point in time (one year later) look back on the two week SEI (Phase I) and indiscriminately rate the factors as facilitating because of fond memories? Data gathered during Phase I had shown that more teachers reported constraining than facilitating factors. Did teachers, at the end of the first year, accurately recall the influence those particular factors had on their sense of control/empowerment during Phase I of the SEI? While the numbers of teachers reporting facilitating and constraining factors may be different between data gathered during Phase I and Phase II, the kinds of factors being rated as facilitating and constraining remain consistent overtime.

Significant Differences Between Phase I and Phase II

While it was important for these differences to be noted, it was also important that the differences be measured. Were these differences significant? The original research question posed was

In what ways are teachers' reports of facilitating and constraining factors in Phase I similar to or different from teachers' reports of facilitating and constraining factors in Phase II?

In order to test the differences between similar factors in Phase I and Phase II, a dependent t-test was used. For comparison purposes, similar factors were matched both single items and as composite

variables. (See Table 6. 6). For example, since various aspects of professional interaction surfaced as primary factors in both phases, a new composite variable was formed for each phase, which included a composite mean score representing all those single items related to professional interaction. In addition, single items with exact matches and related to professional interaction were also compared. Likewise, composite and single factors were used for items related to knowledge gained. The Likert scale was numbered 1 to 5 with #1 representing "greatly facilitated" and #5 representing "greatly constrained".

According to the results of the dependent t-test there were several significant differences between the means of teachers' report for facilitating and constraining factors in Phase I and Phase II. Professional interaction (composite) and professional interaction as it related to the singly matched items of the SEI team and professional interaction between all SEI participants were among the significant differences. The mean for professional interaction (composite) during Phase I was 1.44 and during Phase II was 2.55. Teachers perceived that professional interaction during Phase I was between greatly facilitating and somewhat facilitating their sense of control/empowerment. However, during Phase II teachers' ratings reveal that professional interaction was between somewhat facilitating and neither facilitating or constraining; the mean score had dropped slightly more than one rating. The difference between the mean scores of professional interaction (composite) was significant with $p < .001$, (t-value = 8.51).

Table 6.6 Differences between facilitating and constraining factors in phase I and phase II (composite and matched items)

Phase I			Phase II			Dependent	
Factors	Mean	S.D.	Factors	Mean	S.D.	n	t-Value
Professional Interaction (Composite 1)	1.44	.43	Professional Interaction (Composite 2)	2.55	.56	17	8.51
SEI Team Interactions	1.29	.47	SEI Team Interactions	3.12	.70	17	7.91
Professional Interactions among all SEI	1.59	.51	Professional Interactions among ALL SEI	2.82	.64	17	5.64
Knowledge Gained (Composite 3)	1.65	1.23	Knowledge Gained (Composite 4)	1.85	.70	17	.85
Knowledge of Reading Process	1.65	1.32	Knowledge of Reading Process	1.88	.70	17	.94
Knowledge of Instructional Strategies for Reading	1.65	1.22	Knowledge of Instructional Strategies for Reading	1.82	.73	17	.68
Time to Plan	2.5	.82	Time to Plan	3.94	.93	16	4.99

* significant $p < .001$

1. Composite variable 1, the means of items d & e from phase I
2. Composite variable 2, the means of items a b c d e & f from phase II
3. Composite variable 3, the means of items n & p from phase I
4. Composite variable 4, the means of items g & i from phase II

Similar differences were also evident between the Phase I and Phase II data related to the singly matched items of the SEI team and Professional Interaction between ALL SEI participants. Teachers' ratings indicate that both factors were perceived during Phase I as somewhat facilitating and during Phase II had become neither facilitating or constraining. The means for Professional Interaction between ALL SEI participants were 1.59 for Phase I and 2.82 for Phase II. Professional interaction between ALL SEI participants was significant with $p < .001$, (t -value = 5.64). The mean score for Professional interaction among the SEI team was 1.29 for Phase I and 3.12 for Phase II. Professional Interaction among the SEI team was significant with $p < .001$, (t -value = 7.91).

The final factor whose mean scores for Phase I and Phase II were significantly different was time to plan. The mean score for time to plan was 2.5 for Phase I and 3.94 for Phase II. Teachers perceived time to plan as neither facilitating or constraining their sense of control/empowerment during Phase I. However, during Phase II teachers perceived time to plan as somewhat constraining their sense of control/empowerment. The mean score had dropped considerably. The difference between these mean scores was significant with $p < .001$, (t -value = 4.99). Based on previous data collected, these results are predictable. Lack of time to plan had been a concern during the two week Institute. In general, most participants perceived that the schedule during the Phase I Institute did not allow ample planning time. Slightly more than half of the teachers also reported time to be a constraining factor during the midyear telephone interview.

Mean scores representing the composite and single factors for knowledge gained did not differ significantly. Teachers reported that the knowledge gained about the reading process and instructional strategies for reading had somewhat facilitated their sense of control/empowerment during Phase I and had somewhat facilitated their sense of control/empowerment during Phase II. The variance between these mean scores was minimal; scores during Phase I were exactly 1.65 for both the composite and single factors representing knowledge gained and were around 1.85 for these factors during Phase II. Previous data collected were not contradictory to these findings. During Phase I and Phase II, teachers had reported what new understandings they had gained and the ways in which those new understandings were different from what they had previously believed. On another section within this final questionnaire teachers also had indicated that they were frequently able to make decisions about their teaching practice both during the planning and teaching of the lessons. In addition, teachers reported that they were frequently able to discuss or defend their new ideas about the teaching of reading. And finally, teachers reported that they frequently had a sense of control/empowerment in the teaching of reading.

Summary

At the end of Phase II, seventeen teachers' perceptions of the factors which facilitated and constrained their learning/implementation efforts remained consistent with what teachers had previously reported on the Phase I questionnaire and the midyear Phase II telephone interview. Likewise, those results from this end

of Phase II questionnaire which illustrated the extent to which these facilitating and constraining factors influenced a sense of control/empowerment are congruent with findings revealed in the Phase I questionnaire and Phase II telephone interview.

Overall, professional interaction among the school-based SEI teams and among ALL SEI participants had diminished to the point where it was non-existent across a large majority of the schools. Teachers also reported that interaction with their SEI partner teacher was neither facilitating or constraining their sense of control/empowerment. In addition, even though professional interaction with the instructional leader was still considered a facilitating factor, teachers made a clear distinction between the instructional leader's encouragement and the instructional leader's coaching of new skills, with the latter perceived more as neither facilitating or constraining their sense of control/empowerment and the former as facilitating their sense of control/empowerment. In general, the difference between teachers' rating of professional interaction in Phase I and Phase II are significantly different; professional interaction among school-based teams and between all SEI participants had greatly diminished when the SEI participants returned to their local schools.

There was also a significant difference in teachers' reports of time to plan in Phase I and Phase II. As illustrated by their ratings, teachers' perceived that time to plan neither facilitated nor constrained their sense of control/empowerment during Phase I and somewhat constrained that sense during Phase II. Even though time to

plan ratings dropped significantly between Phase I and Phase II, it was the lowest rated factor for Phase I and Phase II.

The factors that teachers consistently rated as facilitating were knowledge gained about reading and knowledge gained about the reading process. There was no significant difference between teachers' ratings during Phase I and Phase II for knowledge gained.

CHAPTER VII

CONCLUSIONS AND IMPLICATIONS

This study was designed to investigate teacher learning within a particular staff development model. There were two general purposes included in the research design. The first purpose was to investigate teachers' evolving conceptions of reading and the teaching and learning of reading with Chapter I students during two phases of a year long Institute. The second purpose was to investigate those factors within the two phases of the Institute which teachers perceived had facilitated or constrained their learning.

This research agenda was based on the recognition of several different but connected factors. Understandings of the teaching and learning of subject matter in schools have evolved to a more cognitive conception (Shuell, 1986). School reform efforts, which have embraced these new conceptions, have made minimal impact on classroom practice (Cuban, 1984). While many educators have looked to organizational and policy constraints on classroom practice as the major factors which have constrained educational reforms (Cohen, 1988; Elmore, 1990), the ways and circumstances in which teachers learn these new understandings of teaching and learning subject matter in schools are only beginning to draw attention (Kennedy, 1991; Tiezzi, 1988). This

research study addressed that agenda: teacher learning of new ways to conceptualize reading and reading instruction within staff development.

The final chapter is organized into three major sections. The first section summarizes and discusses the findings related to teachers' evolving conceptions of reading and the teaching and learning of reading with Chapter I students, as well as the findings related to teachers' perceptions of the factors within the staff development model which either facilitated or constrained their learning. The second section describes the implications the findings have for teacher educators who are dedicated to the professional development of practicing teachers. The third section raises further questions about this study which may serve to inform a continued research agenda on teacher learning.

A Discussion of the Findings

Teachers' Evolving Conceptions

A first set of research questions was related to teachers' evolving conceptions of reading and the teaching and learning of reading with Chapter I students. Those questions were:

1. What are the teachers' conceptions of reading and the teaching and learning of reading with Chapter I students before the SEI?
2. In what ways do those prior conceptions of reading and the teaching and learning of reading with Chapter I students change during Phase I and Phase II of the SEI?

Pre-SEI. Data collected from an open form questionnaire before the SEI seminars began revealed that teachers attended the Institute

for opportunities for themselves as well as for their students. For themselves, teachers wanted to gain knowledge of teaching techniques and a personal knowledge of their students. For their students, teachers wanted them to gain a better attitude toward school and learning. Based on further examination of the content of teachers' responses, inferences were made regarding teachers' entering conceptions of teaching and learning of reading with Chapter I students.

Teachers characterizations' of Chapter I students reflected a deficit perspective. Teachers perceived that Chapter I students needed to gain a better attitude and additional life experiences in order to be more successful in school. Only one teacher spoke of the kind of knowledge, the basic skills, she wanted her students to learn. There were no comments describing Chapter I students in positive ways. Teachers' descriptions of what they wanted to learn at the SEI reflected the view that real, down-to-earth teaching techniques representing the latest research findings would make them more effective teachers. Only one teacher expressed an interest in learning about the overall nature of reading and math instruction. Teachers' descriptions of what they wanted to learn about their students reflected the notion that developing good rapport with students was the primary goal.

Post-SEI. Phase I. At the end of the two week SEI, teachers were asked to write, on an open form questionnaire, about the new understandings they had gained during the Institute and how those new understandings differed from their previous ways of thinking. The

data revealed teachers' reports of new understandings in reading, the teaching of reading, learning to read, and the contexts of teaching and learning in reading. Half of the teachers stated that they had learned reading was a process of sense making which required problem solving skills/strategies when blockages occurred. Almost all of the respondents wrote about new understandings they had gained in the teaching of reading. They referred to teaching strategies such as modeling, explicit explanations, and teacher-student interactions and planning strategies such as recasting skills as problem solving strategies and teaching to an objective, both of which required modifying teachers' guides. More than half of the teachers' reported new understandings in learning to read which were connected to the interactive nature of teaching and learning, learning as restructuring, and the importance of real life applications. There were also a few teachers who stated they had gained knowledge of the contexts of reading as related to creating a learning environment and the notion that reading can "legally" be fun.

Based on further examinations of teachers' comments, inferences about teachers' evolving conceptions were drawn. Teachers' reports revealed that their thinking now included a view of reading as a process of sense making. They now thought of reading instruction as interactive and dependent on teaching strategies such as modeling, explicit explanation, and dialogue, which were designed to help promote students' thought processes. Teachers' new ways of thinking about learning to read focused on learning as a restructuring process during which students were linking new learnings with their prior

understandings. And, for a few teachers, their conceptions of teaching and learning also included an understanding of the influence the contexts of teaching and learning had on students learning to read.

Interview. Phase II--Midyear. Approximately six months after the SEI, a telephone interview was conducted to investigate teachers' evolving conceptions during Phase II. Teachers were asked how their teaching had been different, how their thinking about teaching had been different, and how their view of the teacher's role and student's role had been different since the SEI. Teachers reported that their teaching had been different in terms of the interactive nature of their instruction and their use of specific teaching strategies such as modeling, and explicit explanations which were intended to help students process what they were learning. Teachers also stated that planning to teach reading lessons was different because they now focused their attention on modifying the teachers' guide and creating a literate environment, both to meet their students' needs. Teachers' reports of changes in their thinking about teaching centered on understanding their students as active learners who restructured knowledge and on understanding themselves as decision makers who could make wise decisions about their teaching based on what they now understood. When asked how their views of the teaching role had changed, teachers talked of teaching as facilitating student learning and teaching as decisions making. On their changing views of the student as a learner, teachers described students as active

participants in the learning process and student attitude as a factor to consider when modifying materials and teaching strategies.

Based on the content analysis of teachers' descriptions, inferences were made about teachers' perceptions of the ways they had changed since the SEI. It appeared that teachers' conceptions of the teaching of reading continued to include characterizations of the interactive nature of teaching and learning and seemed to gain a more concentrated focus on students' thought processes. Teachers were thinking of their teaching as facilitating and decision making; facilitating students' thought processes and making decisions about teaching strategies, materials, and environment based on students' learning needs. Teachers continued to describe learning as a restructuring process. Their descriptions of students' attempts to think aloud, that is provide feedback to the teacher on how they were processing the new learnings, seemed to reflect a deeper understanding and respect for students as learners and the interactive nature of teaching and learning. While there were no questions which focused solely on teachers' perceptions of reading, teachers' descriptions of the ways they were thinking of teaching and learning indicated that they continued to think of reading as a sense making process.

Final SEI Questionnaire. Phase II -- One Year Later. A final questionnaire was administered one year later to investigate teachers' perceptions on the extent to which and the ways in which they were in control of or empowered by their new understandings. Based on teachers' responses to previous questionnaires teachers were asked:

- 1) to what extent and in what ways they altered the lessons,

materials, and teaching strategies found in their reading teacher's guide, 2) to what extent and in what ways they altered their planned teaching strategies during reading instruction, 3) to what extent and the situations in which they were able to defend or discuss their concept of the teaching of reading, and 4) the overall extent to which they felt in control of/ empowered in the teaching of reading.

Teachers reported that they frequently altered the reading teacher's guide, using it more as a teaching resource. Teachers reported that they had become more critical of the teaching strategies, the lesson format, and the materials suggested in the reading manual. Teachers also reported that they now altered their teaching strategies during the actual lesson because of the feedback they were getting from their students during teacher-student interactions. Teachers indicated that they were frequently able to discuss or defend their current concepts of reading and reading instruction with others; they reported gaining authority to do this from their new understandings, their students, and research. For the overall rating, teachers indicated that they frequently felt in control/empowered in the teaching of reading.

These findings did not provide additional evidence that teachers' conceptions were continuing to evolve. However, teachers' responses were consistent in all respects with what they had reported during the midyear interview.

Conclusions and Discussion. The data collected during the two phases of the Institute reveal that there were changes in the ways many teachers talked about reading and the teaching and learning of reading with Chapter I students. Before the Institute began,

teachers' comments revealed a desire to have a repertoire of real, down-to-earth teaching techniques based on the latest research and effective with lower achieving students. Teachers' descriptions of these techniques were not connected to the reading process or student learning. At the end of Phase I of the SEI, teachers' descriptions of their new understandings included an emphasis on reading as a process of sense making during which problem solving skills are employed when reading blockages occur. When teachers described their new understanding of the teaching of reading they continued to refer to the acquisitions of teaching techniques. However, their descriptions suggested a conceptual understanding of these teaching techniques which promoted students' understanding of the reading process, a procedural understanding of how to use the techniques, and a conditional understanding of when to use the techniques. Teachers also reported new understandings of planning strategies which required the teacher to teach to an objective, recast basic reading skills as problem solving strategies, create a literate environment, and modify the teacher's guide.

Data collected during Phase II, midyear, also suggests that teachers continued to grow in their understandings of the teaching of reading. Teachers' comments seemed less focused on their own teaching behaviors and the accumulation of new, effective teaching techniques. Teachers' reports were concomitantly focused on the reading process, the teaching process, the learning process, and the ways in which all these processes were connected to student learning. Likewise, at the end of Phase II, teachers revealed how what they understood was

connected to their knowledge of the reading process and students as learners. During Phase II, teachers began to describe themselves as facilitators and decisions makers; facilitators of student learning and decision makers to meet the needs of their students. Teachers seemed less focused on generic teaching techniques and more focused on the student as a learner.

Data collected during the two phases also revealed that teachers changed the ways in which they described learning to read and Chapter I students. Before the Institute began, teachers' characterizations of their students revealed limited expectations for these "lower children". The problem, as they described it, was that Chapter I students needed a better attitude and more life experiences to succeed in school. After Phase I of the Institute, teachers reported that they had gained new understandings about the ways in which students learn. They talked of the interactive nature of teaching and learning, learning as restructuring, and the importance of connecting student learning to real life problem solving applications. There was no mention of defective students. During Phase II, midyear, teachers' characterizations were even more detailed in the ways they talked about students' learning, specifically the restructuring process. It seemed as if they recognized that these students brought more to the reading lesson than attitudes and limited life experiences. This conceptualization of students as active learners seemed to drive the ways teachers thought about their teaching practice, the teacher's role, and the student's role. At the end of Phase II, teachers described the ways in which and the extent to which they were

frequently able to act upon these new understandings. Once again the pivotal point seemed to be student learning. Teachers reported that decisions about ways in which to act upon their new understandings were based on knowledge of the ways in which their students were processing knowledge.

Discussion: It seems apparent that many teachers felt they reframed the ways in which they conceptualized reading and the teaching and learning of reading. That teacher learning occurred during the two phase Institute is not the question. More interesting questions do remain. When, where, and how did this process of conceptual change, assimilating new ways of believing, thinking, and behaving occur? Does it matter when, where, and how the teachers' evolution of ideas occurred?

Teachers had an opportunity to articulate their new understandings of reading, reading instruction, and students as learners at the end of the two week summer Institute, Phase I. Teachers seemed able to list new understandings they had gained, but those new understandings seemed to lack connections to the reading process, students as learners, and context. Teachers' reports of their new understandings at that time were divided among new understandings about the reading process, reading instruction, learning to read, and the contexts of reading instruction. Midway into Phase II, when teachers reported on the differences in their teaching practice, and their views on the teacher and student role, teachers' descriptions were qualitatively different. Teachers continued to talk of the reading process, teaching strategies, the

learning process, and the interactive nature of teaching and learning. However, their comments about these phenomena were usually nested within a comment related to making decisions about, responding to, or facilitating student learning. Results from the final questionnaire which revealed the extent to which and the circumstances in which teachers felt in control of their newly gained understandings continued to disclose a focus on students' needs.

Was this apparent conceptual evolution a function of the timing, structure, and focus of the questionnaires and interview? Perhaps, the different structures of the questionnaire and telephone interview prompted qualitatively different responses. It is more likely that teachers would say more and reexplain more often during a telephone conversation than on a questionnaire.

The questionnaires and the interview subsequent to the Pre-SEI questionnaire were deliberately constructed to measure and describe teachers' ways of thinking. The data collection instruments used at these certain points in time each had a particular focus. The questionnaire at the end of Phase I focused on an investigation of the new understandings teachers had gained and the ways in which teachers perceived that their new understandings were different from their previous ways of thinking. Perhaps this explains, in part, why teachers' responses seemed to be lists of new understandings they had gained rather than descriptions of the ways in which they were thinking about these new understandings. The interview conducted during Phase II, midyear, investigated ways in which teachers perceived that their teaching, their thinking about teaching, the

teacher's role, and the student's role were different from before the SEI. Could the opportunity for teachers to talk about these perceptions have promoted teachers' stories with more focus, more purpose? Likewise, questions could be raised about the final questionnaire. Here, the focus was in what ways and to what extent teachers perceived that they were in control of or empowered by what they understood about reading, reading instruction. In what ways were teachers able to act upon their new understandings? Was the perceived evolution in teachers' responses due to the different foci of each questionnaire?

To believe that teachers' responses were a sole function of the timing, focus, and structure of the questionnaires is to discount the insight in teachers' perceptions. While the limitations of self report data are well documented (Goetz & LeCompte, 1984), teachers' reports of their learning are at the very least registered accounts of what teachers think they think. It is possible that teachers were saying what they thought they should say. However, it seems unlikely that teachers could make up coherent stories of the ways in which they were thinking without basic understandings. In addition, while the focus of each questionnaire seemed to reflect a progression of the ways in which teacher educators would hope that teachers were coming to understand the new ways of thinking about reading and the teaching and learning of reading, these questionnaires and interviews were constructed to follow up on teachers' reports from previous questionnaires. For example, the Phase I interview revealed information that teachers had gained new understandings about reading

and the teaching and learning of reading. Therefore, the Phase II midyear interview which followed investigated the ways in which teachers thought they were thinking and teaching differently based on the new understandings they had gained in Phase I. Likewise, the final questionnaire drew upon teachers' midyear reports of being able to facilitate and act as decision makers as the basis for asking teachers the extent and the ways in which they were able to act upon what they understood. Teachers' reports of what they understood were consistent over time. However the ways in which they understood, the connections between what they understood, and their reports of the ways in which they were able to act upon what they understood did seem to evolve over time.

Paying attention to when, where, and how teachers' conceptions change seems important in two ways. First, it is a recognition that teachers' learning like the learning of all learners, occurs over time. It is not a single event. This is important to recognize since we know that what we often are asking teachers to do is unlearn, attend to a reconceptualization of the ways in which they were thinking. The focus needs to be not just on what we want teachers to learn but the process of learning as well. Second, a recognition of where teacher learning takes place also seems important. New understandings were reported by teachers during Phase I at the Institute; two weeks of seminars followed by mini-practice sessions. Additional ways to think about and act upon those understandings were reported during Phase II when teachers were in their own classrooms continuing to learn and implement these new understandings; trying out

these new ideas in situ. Did the apparent conceptual change, reported by many teachers, continue to occur as a result of teachers' attempts to implement their new understandings in their own classes? Paying attention to teacher learning requires more than getting them to incorporate new ideas into existing knowledge structures. It also means paying attention to the learning event, when and where that learning event occurs, and the factors within that learning event that facilitate and constrain teacher learning. The following section of this chapter will address what was learned about teachers' perceptions of facilitating and constraining factors.

Teachers' Perceptions of Facilitating and Constraining Factors

A second set of research questions was intended to investigate teachers' perceptions of the factors during Phase I and Phase II which either facilitated or constrained their learning. Those questions were:

1. What factors of the SEI staff development model do the teachers report as facilitating or constraining their learning during Phase I and Phase II?
2. In what ways are the facilitating and constraining factors in Phase I similar to or different from those facilitating and constraining factors in Phase II?

Post-SEI, Phase I. At the end of Phase I, teachers were asked to provide written comments on how the Institute had met their expectations and about the characteristics of the Institute that they would retain, alter, reject, or add on, and why. A content analysis of the data revealed that twelve teachers reported facilitating factors: professional interaction, the learning events, the academic

focus, and the context. Some teachers described the helpfulness of talking with the SEI instructional staff, teachers, and instructional leaders as they began to rethink and experiment with new ways to think about reading and reading instruction. Others expressed that the structure of the daily seminar, followed by practice sessions with their Chapter I students, had facilitated their learning. Two teachers indicated that the academic focus of the reading seminar had been helpful and one teacher focused on the campus setting.

There was a noticeable difference in the number of teachers reporting constraining factors for Phase I. All seventeen respondents indicated that there had been one or more factors which constrained their learning during the SEI. Most teachers centered their descriptions on various aspects related to timing. They described an Institute which tried to accomplish "too much, too fast". Teachers were referring to a three day weekend preceding the arrival of the students during which they had experienced an information overload. They also mentioned that trying to learn new ways to think about reading and mathematics was too much pressure and that two weeks had been too long. Two teachers mentioned that the lack of equipment and supplies in the mini-classrooms had hampered their efforts.

In this same questionnaire, completed at the end of Phase I, teachers were asked to predict those factors which they felt would facilitate or constrain their continued learning/implementation efforts during Phase II, the next school year. All respondents predicted both facilitating and constraining factors. Professional

interaction was the key facilitating factor mentioned by most of the teachers. Teachers looked forward to professional interaction with their instructional leader, their school team, and all SEI participants. Students' responses to instruction and improved attitudes, the creation of a literate environment, and individual reflection were also mentioned as facilitating factors. The two main factors that teachers predicted would constrain their future learning/implementation efforts were school structures related to inadequate time, mandated curriculum, inadequate materials, and tight daily schedules; and, other people such as other teachers, students, administrators, and parents who would not understand these new conceptions of teaching and learning. There were two teachers who predicted that their own "old habits" may be hard to break and that their new learning/implementation efforts would take time.

Interview. Phase II--Midyear. Midway into Phase II, teachers' responses to a personal interview indicated, once again, that more teachers reported constraining factors than facilitating factors and that professional interaction was foremost in teachers' thinking. All but one teacher who reported facilitating factors stated that professional interaction continued to facilitate their learning/implementation efforts. Here they referred primarily to interactions with their principal. Only one person indicated that the professional interaction with their SEI team continued as a facilitating factor. Other comments mentioned only once or twice related to parental support, the freedom to make decisions, materials, students' responses, and their own understandings.

All respondents indicated constraining factors. The data collected revealed that sometime during Phase II teachers began to perceive that the lack of professional interaction constrained their continued learning. Teachers were primarily concerned that professional interaction within their school team and with partner teachers had not materialized. Some indicated that they missed regular professional interaction with all SEI participants. Two teachers stated that professional interaction with their instructional leader had not been maintained. Another major constraining factor reported by teachers related to timing. Teachers expressed that taking time for teacher-student interactions during the reading lesson consumed a lot of time, while others spoke of the time it took to look for materials. Some teachers also acknowledged their own understanding as a constraining factor, especially as it related to responding to their students' needs; making distinctions between the content, process, and attitude objective; and, learning to model thinking processes. Finally, some teachers indicated that using a basal reading series had constrained their efforts as the lessons, materials, and teaching strategies suggested in their basal series did not meet their students' needs.

Final SEI Questionnaire. Phase II--One Year Later. One year after the SEI, a final questionnaire was sent to the SEI teachers. A portion of the questionnaire asked teachers to respond to a five-point Likert scale on which they were to rate the extent to which certain factors (most of which they had named in previous questionnaires and the interview) had facilitated or constrained their sense of

control/empowerment. Those factors which 75% or more of the teachers rated as facilitating during Phase I related to professional interaction with all SEI participants and within their school team, presence of their Chapter I students, the SEI instructors, knowledge gained about reading and reading instruction, and the practice opportunities. These results were consistent with teachers' reports on the Post SEI--Phase I questionnaire. There were only two factors that 50% of the teachers perceived had constrained their sense of control/empowerment during Phase I: being away from their local school setting and lack of planning time.

An examination of the frequency ratings for Phase II revealed a noticeable contrast to Phase I ratings. While approximately half of the factors were rated by 75% or more of the teachers as facilitating during Phase I, only three factors were rated by 75% or more of the teachers as facilitating during Phase II. These three factors were: teachers' knowledge of the reading process, teachers' knowledge of instructional strategies for reading, and the SEI instructional leaders' encouragement. Additional factors related to professional interaction such as instructional leader's coaching of new learnings, SEI partner teacher's encouragement, SEI partner teacher's coaching of new learnings, SEI team meetings in the local districts, and SEI follow-up meetings for ALL SEI participants received were rated by less than 50% of the teachers as facilitating factors. The three factors teachers indicated had constrained their sense of control/empowerment during Phase II were basal texts, time to plan instruction, and time to use the instructional strategies.

A dependent t-test was used to determine if there were any significant differences between the mean scores of teacher's ratings for similar factors in Phase I and Phase II. Significant differences were found between teachers' perceptions of professional interaction between Phase I and Phase II. This significant difference between Phase I and II was noted for the composite variables related to professional interaction as well as for single variables such as the SEI team and the interaction between all variables. Another factor whose mean scores for Phase I and Phase II were significantly different was time to plan. In all cases for these significant differences, teachers ratings dropped significantly during Phase II; factors related to professional interaction were perceived as significantly less facilitating during Phase II than during Phase I, while the time to plan factor was perceived as even more constraining in Phase II than during Phase I.

Conclusion and Discussion. There were two important facets to this study: an investigation of teachers' evolving conceptions and an investigation of the learning experience itself. As a way of investigating the circumstances of this learning experience (The Institute, Phase I and Phase II), teachers were asked to indicate which factors they perceived were facilitating their learning and/or implementation efforts. Teachers' reports of these factors not only revealed consistent attention to particular factors but also revealed consistencies in the ways teachers reported the facilitating and constraining factors. First, a discussion of the ways teachers

reported facilitating and constraining factors will be presented. Second, particular factors which were consistently reported will be discussed.

Consistencies in the ways teachers reported facilitating and constraining factors revealed that teachers reported more constraining than facilitating factors. In addition, the factors mentioned were factors external to their own understandings, beliefs, attitudes, and practices; factors related more to school structures. Throughout the two phases of the Institute, teachers consistently reported more constraining factors than facilitating factors when asked to reflect on the period of time that had recently passed. Questions remain as to why this occurred. Perhaps, analogous to people's perceptions that life is darkest during the storm, teachers were keenly aware of the many constraining factors that affected their teaching practice as they reflected on recent events. One exception to teachers reporting more constraining than facilitating factors occurred when, at the end of Phase I, teachers predicted those factors which might facilitate or constrain their learning and/or implementation efforts during Phase II. A second exception occurred when teachers were asked, at the end of Phase II (one year later) to indicate which factors had constrained or facilitated their ability to attain a sense of empowerment during Phase I. Perhaps distance from the actual event colors the picture; perhaps things look better from a distance. The timing effect seems a plausible explanation.

Another explanation might be drawn from the kind of factors teachers had described. The data suggest that teachers were most

frequently attuned to constraining factors related to school structures such as time and materials as well as factors related to other people; professional interaction and moral support from colleagues, administrators, and parents. There is no doubt that the teaching workplace is fraught with factors which constrain teaching practice (Elmore, 1990; Rowan, 1990). However, another explanation might be possible. Were the aforementioned factors perceived by teachers as outside their control; their political and cognitive control? Was it easier or more salient to talk about/think about those factors over which one felt less control? It should be noted that while teachers stated what factors had constrained their efforts, their statements were less revealing about how those factors would constrain their efforts. This was also generally true when teachers indicated facilitating factors. Teachers' comments about facilitating and constraining factors rarely acknowledged the ways in which those factors had influenced their learning, their thinking about teaching and learning. Rather the focus seemed to be on what would influence their behaving, their performance. How cognizant were teachers of facilitating and constraining factors that influenced their learning and their reconceptualizations? Do teachers know how to talk about their learning as well as they know how to talk about external factors which constrain their teaching practice? While teachers' comments revealed that they had begun to reconceptualize the ways their students learned, were they unable to be metacognitive about their own learning? Did they see themselves only as implementors and not learners?

Very few teachers talked about their own understandings, beliefs, and practices as facilitating or constraining factors. There were no comments of this nature mentioned during the SEI, Phase I. And while approximately three-fourths of the teachers did indicate (during Phase II) that certain teaching strategies had been easy to implement, only one teacher indicated that her own understanding of a particular teaching strategy had facilitated her ability to implement it. However, during Phase II approximately one-fourth of the teachers indicated that a lack of understanding constrained continued efforts to implement the new ways of approaching reading instruction. Here, too, more teachers reported constraining rather than facilitating factors. These, too, are indicators that teachers may not know how to talk about themselves as learners.

Teachers' reports also revealed that throughout Phase I and Phase II there were particular factors which remained at the forefront of teachers' reports and whose ratings between Phase I and Phase II were significantly different: professional interaction and timing factors.

Professional interaction was consistently rated by more teachers as a facilitating factor throughout Phase I and Phase II than any other factor. In the beginning, about half of the teachers indicated that professional interaction had facilitated their new learnings during Phase I. Even more teachers looked to professional interaction as a factor which would continue to facilitate their learning/implementation efforts during Phase II. However, midway into Phase II, almost all of the teachers reported that while they had maintained professional interaction with their instructional leader,

professional interactions within their school team and between the teachers did not materialize. On the final questionnaire, one year later, all ratings related to professional interaction, except their instructional leaders' encouragement, revealed that teachers perceived professional interaction as less facilitating during Phase II than in Phase I. Furthermore, interactions within the SEI school team and among all other SEI participants were rated as significantly less facilitating during Phase II than Phase I.

Continued support at the local school level (McLaughlin & Marsh 1978) and collegiality (Little, 1982) was known to facilitate teachers' implementation efforts. Based on this research, school teams were a deliberate attempt, by the coordinators of the SEI, to provide a structure for support throughout Phase I and Phase II of the Institute. During Phase I, school teams attended seminar sessions together, taught together, and planned together. In general, teachers had high expectations that this professional interaction would continue. Continued professional support during Phase II was designed to happen on two levels. Instructional leaders were to meet each month for support and continued learning. They were then expected to provide consistent leadership for their own school teams by creating and maintaining frequent school team meetings for similar reasons: for support and continued learning. What went wrong? Was it simply a matter that instructional leaders did not live up to the expectation of continued leadership? There was some indication that this might be the case. A few teachers indicated that they did not meet on a regular basis during Phase II with their instructional leader. At the

end of the year, slightly more than half of the teachers indicated that while the moral support from their instructional leader continued to facilitate, their instructional leader's coaching of new learnings did not.

Two additional questions can be raised. The first question is: What kind of expectations did teachers have for collegial interaction? At the end of Phase I teachers predicted that professional interaction with their instructional leader would continue. They characterized this interaction as a kind of understanding, moral support, and as an absence of resistance or permission granted while trying out these new ways of teaching. On the final questionnaire teachers' ratings indicate that this type of support was maintained during the school year. Ratings regarding the instructional leader's coaching of new learnings was not rated as a facilitating factor during Phase II. Teachers who predicted that professional interaction within their SEI teams would continue described future team meetings as occasions for sharing, discussion, interaction, and moral support. Most teachers' ratings during the midyear interview and on the final questionnaire indicated that this kind of interaction, (moral support and coaching for new learnings) had neither facilitated or constrained and a few ranked it as constraining. In summary, most teachers had different expectations from different people. Teachers looked to their instructional leaders to provide a kind of moral support, an absence of resistance. It seems that many teachers could not envision any other kind of support from their instructional leader. However, many teachers looked to interactions within their school teams for both

moral and intellectual support. Moral support (more so from the instructional leader) received much higher ratings than the intellectual support or coaching of new learnings.

The second question is prompted by thinking about teachers expectations for intellectual as well as moral support from their school teams. Did teachers and instructional leaders know how to create and sustain this kind of professional interaction in the workplace? Professional interaction around the teaching and learning of reading had been an integral part of Phase I. SEI instructional staff were there to support interaction, times were set aside for interaction, interaction was a substantial part of the reading seminar, and teams were expected to plan together. Perhaps, while teachers had hoped professional interaction around the new learnings would be maintained in the local school setting, they didn't know how to help create it. Perhaps professional interaction during the Institute seemed natural and expected but foreign to the workplace. Research on collaboration in the workplace would support this assertion. Little (1987) reports that collegiality in the workplace is rare. Teachers have regular conversations with their peers which provide moral and psychological support but the conversations are often distant from the real work of teaching and learning in classrooms.

Teachers consistently rated timing factors as constraints. During Phase I, teachers had been quite dissatisfied with the lack of time available for planning and reflecting; they pointed to the fact that the Institute was trying to cover too much, too fast. During

Phase II, teachers continued to be concerned about timing constraints related to the time it took to teach and plan in these new ways. At the end of Phase II, teachers rated time to plan and time to teach using the instructional model for reading as constraining factors. In fact, teachers' ratings for time to plan were rated as significantly more constraining during Phase II than in Phase I.

There is no need to question these teachers' perceptions that timing factors constrain teachers' practice and innovative implementation efforts. This fact has been well documented (Fullan, 1982; The Holmes Group, 1990; Lortie, 1975). Time for teachers to change their practice, work together, and teach for understanding is a critical missing component in the teachers' workplace.

A final factor, knowledge gained, deserves mention. At the end of the SEI, Phase I, teachers were able to talk about the new understandings they had gained and how those were different from before the SEI. During the midyear interview teachers continued to talk about those new understandings and how their views of teaching, of teachers, and of students had changed. Based on what they knew about reading and learning to read, teachers began to see themselves as decision makers and facilitators of student learning. On the final questionnaire teachers indicated that they were able to make decisions about reading instruction during planning, instruction, and discussions. In addition, when teachers were asked to rate the extent to which knowledge gained about the reading process and instructional strategies for reading had facilitated or constrained their ability to attain a sense of control/empowerment, teachers overwhelmingly rated

(approximately 85%) the knowledge they had gained of the reading process and instructional strategies for reading as strong facilitating factors. This high facilitating rating remained consistent for Phase I and Phase II.

Teachers did not predict, after Phase I, that the knowledge they had gained would continue to facilitate their learning/implementation efforts. At the end of Phase II, knowledge gained about the reading process and instructional strategies was the most highly rated facilitating factor. The realization that the knowledge they had gained was a facilitating factor seemed to occur over a period of time. Perhaps, at the end, when they were reflecting on the extent to which they had become dissatisfied with the professional interaction that they had hoped would materialize, they realized how much they had had to draw on their own individual understanding of reading and reading instruction. Or perhaps they chose to draw on their own individual understandings during Phase II rather than collaborate with colleagues to promote further learnings and understandings. Both of these explanations could be substantiated by existing research. Teachers' individualistic approaches to teaching and implementation efforts are well documented as are the difficulty of creating and maintaining professional interactions in the workplace (Little, 1987; Lortie, 1975; Fullan, 1982).

Implications for Staff Development

The current call for school restructuring places tremendous pressure for change on schools and those who work in them. Restructuring schools (Elmore, 1990), the meaning of educational

change (Fullan, 1982), the complexities and characteristics of the change process (Loucks & Horsely, 1977), the promoting of adult development in schools (Levine, 1989) are in the foreground of educators' concerns. It is therefore not surprising that numerous articles have focused on ways to enact change through staff development. The perspective reflected in many of these articles is that teachers' concerns, stages of development, adult status, lack of knowledge, skill, and commitment are obstacles to the change process (Valencia, J. & Killion, J., 1988). Suggestions then to overcome these obstacles are set within the framework of promoting change. Wu (1988) suggests that staff developers should know the kinds of change, the strategies and conditions which promote change, and that change is a process. Valencia & Killion offer these five suggestions to "help maximize the potential for change among teachers" (p. 3).

1. Apply sound principles of change.
2. Encourage and promote collegial support.
3. Develop norms for experimentation and risk taking.
4. Consider the needs of adult learners.
5. Accept teachers' instructional adaptations (p. 3-4).

Setting the concern with teacher learning in the framework for promoting change is not unfounded but has its limitations. When the change and the process of change become the primary concern, the upshot is that teachers will always operate at a deficit. As every new reform, new instructional strategy, and new way of conceptualizing subject matter evolves, unknowing teachers and concerns about the ways in which they respond to innovations will be perceived as obstacles to change. This emphasis on getting teachers to change minimizes attention to the teacher as a learner. While attention to the change

process is very important, putting this attention within a framework which acknowledges the teacher as a learner seems more positive and more productive.

Because we know that changes in teaching practice are brought about by teachers (Fullan, 1982) and that insufficient attention to teachers' professional development is likely to promote uneven implementation (McLaughlin, 1990), a framework which highlights the teacher as learner may be a productive, positive heuristic to guide our thinking. The recent establishment of a National Center for Research on Teacher Learning (NCRTL) by the Office of Educational Research and Improvement (OERI) acknowledges the importance of this agenda. The NCRTL has defined " ... teacher learning as a function of both the teacher-learner and the learning experience itself" (Kennedy, 1991, p. 2). The NCRTL looks toward a research agenda which " ...examines both what teachers bring with them to new experiences--what they already know, believe, or value--and the experiences themselves--the features that are likely to promote learning the new ideas or practices offered to them" (p. 2).

Placing teacher learning in the forefront allows us to look at the process of change through the lens of the learner, the learning process, as well as the circumstances which promote that learning. This emphasis on the teacher as learner negates the deficit perspective, the perspective that teachers are obstacles to change. Rather it allows us to look at teachers as students of teaching,

lifelong learners.¹ We know that learning is a lifelong process; learning is renewing and renewable. And while learning can be influenced by multiple factors, thinking about teacher learning as bounded by the change process seems quite limiting. Perhaps if we look at teacher learning as part of the "steady work" (McLaughlin, 1990) of school restructuring it takes on a more enlightened, a more professional tone than thinking about teachers who always need to change, who haven't caught up with the latest innovations.

With this framework to guide our agenda, the following implications for staff development will focus on what has been learned from an exploration of teacher learning within one particular staff development model. These implications are not intended to be directives for implementation but rather are intended to inform our thinking about teacher learning in staff development. They do not represent a complete list of all aspects of teacher learning that might be considered; the list reflects only what was learned from within the boundaries of this one research study. These implications should not be viewed as separate and equal; they are interrelated, often times interdependent, and some more salient than others depending on local factors.

¹ For earlier calls to investigate this agenda see Feiman-Nemser, (1980) and Jackson (1971).

Teacher Learning Involves Reconceptualizing.

The SEI teachers came to the Institute with distinctive ways of understanding what it meant to read, what it meant to teach reading, what they needed to know to be a good reading teacher, what it meant for Chapter I students to learn how to read, and what kinds of experiences Chapter I students brought to their learning. The data suggest that over a one year period many teachers reconceptualized their ways of understanding reading, what it meant to teach reading, what it meant to learn how to read, and what knowledge Chapter I students brought to the reading lesson.

That teacher learning requires much unlearning or reconceptualizing is supported by numerous studies on learning to teach. One of the unique aspects of teacher learning is that prospective teachers come to their teacher education programs with distinctive ways of knowing what it means to teach particular subjects in schools (Ball, 1988). The effects of prior knowledge on learning to teach are well documented (Feiman-Nemser & Buchmann, 1986). These ways of knowing are built on teachers' extended "apprenticeship" in schools (Lortie, 1975). Practicing teachers who participate in staff development programs have an even greater reservoir of knowledge, attitudes, and beliefs accumulated as they learned how to teach and as they were socialized into the teaching practice (Zeichner & Gore, 1990). As teachers engage in learning new ways to approach subject matter and the teaching and learning of that subject matter, they are engaged in a process of sense making; trying to assimilate what they are learning with what they already know (Fullan, 1982).

Those who teach teachers must investigate the conceptions of teaching and learning specific subject matter that teachers bring to their learning experiences. They must also begin to pay attention to the circumstances which support teachers as they reframe their thinking. Some exploratory research on teacher learning at the preservice level suggests that it is not only the teacher educator who must become aware of and acknowledge teachers' prior conceptions but it is also important that the students of teaching become aware of and acknowledge their prior conceptions in order to promote the process of reframing or broadening conceptions (Parker & Tiezzi, in press).

Teacher Learning Takes Time.

The data in this study suggest that the SEI teachers reconceptualized the ways in which they thought about the teaching and learning of reading with Chapter I students over time. It was evident that teachers learned new information during Phase I, the two week Summer Institute, but continued learning was also evident during Phase II. Teachers also consistently reported, during Phase I and Phase II, that time to think, plan, and teach in these new ways was critical to their continued learning/implementation efforts.

Teacher Learning Is Recursive.

It also seemed apparent that the ways teachers thought about the teaching and learning of reading with Chapter I students became more connected, reflected a deeper understanding over time. After the two week Summer Institute, teachers reported what new understandings they had gained. Their responses were like lists of what they understood.

During Phase II, teachers' thoughts about the ways in which they had changed their thinking about teaching, the teacher's role, and the student's role were more connected. Teachers' reported conceptions of what it meant to teach reading evolved from a desire to learn generic, effective teaching techniques (Pre-SEI), to a conceptual, procedural, and conditional understanding of instructional strategies for reading (Post-SEI, Phase I), to an understanding of the aforementioned as they connected to the student as a learner (Phase II). Teacher learning occurred over a period of time; teachers' conceptions seemed to broaden over time as they continued to draw on what they learned during the SEI.

Teacher Learning Is Situated.

Another interrelated factor that may have influenced teachers' broadening conceptions over time were the situations in which this learning took place. Data suggested that teachers learned new information about the teaching and learning of reading during the two week Summer Institute and then began to acquire broader, deeper understandings as they continued to learn through implementation in their classrooms during the next school year.

Research on learning suggests that these three factors do exist and are interrelated. That learning takes time and is recursive is well documented; learning is not a linear process (Jones, et al., 1987). In recent years, an understanding of situated learning has also evolved. Brown, Collins & Duguid (1989) believe that learning is not an isolated event, but rather learning is informed by and

connected to the situation it seeks to explain. "The situation becomes part of the meaning" (Prawat, 1991).

Teacher learning takes time; teacher learning is recursive; teacher learning is situated. An understanding of these concepts should inform the ways we construct learning opportunities for teachers. One-shot inservice training sessions are simply not going to be effective in supporting and maintaining teachers' as they reconceptualize their ways of knowing. Knowing that teachers' learning is recursive also supports the notion of on-going support for teacher learning. Knowing that teachers' learning is situated tells us that teachers' learning will take on different meanings depending on the setting, the context of the learning. School reform calls for deeper understandings on the part of students and teachers. Staff development which acknowledges and incorporates an understanding of the ways in which teachers acquire deeper meanings into their instructional models and learning experiences will better support teacher learning.

Teacher Learning is Facilitated in Collaborative Groups.

An integral part of Phase I and Phase II were the occasions for interaction and collaboration among all participants. The Institute (Phase I) and the learning, teaching, and planning activities within the two weeks were occasions when all participants and school teams worked and learned together. Teachers reported that the professional interaction during Phase I had facilitated their learning and predicted that professional interaction during Phase II would continue as a facilitating factor. Professional interaction was reported more

than any other factor as having facilitated their continued learning/implementation efforts. However, professional interaction was also reported as a constraining factor during Phase II when teachers perceived that all forms of professional interaction had dissipated except for the encouragement of their instructional leader.

Collaboration has been shown to develop trust among colleagues and enhance professional development (Lieberman, 1986), support implementation efforts (McLaughlin, 1990), and promote students achievement and classroom performance (Little, 1987). However, creating and maintaining collaborative, interactive learning environments for teachers, within the school organization, has had uneven results at best (Bird & Little, 1986). Those who study professional communications and collaboration within schools argue that communication, group membership, and group processing require skills that have not been taught and supported in schools (Conoley, 1989).

What does it mean to establish collaborative, interactive learning environments for teachers within staff development opportunities and within the school organization? Collaboration between teacher learners obviously requires more than establishing a mechanism such as a school team. Little (1987) states that it requires public endorsements and institutional policy, school organization and teacher leadership, a latitude for influence, and time within the master schedule. Perhaps it also requires teaching; teaching teachers how to talk about their teaching, how to talk with each other about their teaching, and how to sustain collaborative

working or study group relationships. Schools have historically nurtured individualistic approaches to teaching and learning (Lortie, 1975). Establishing the mechanisms and skills needed to support teacher learning through collaborative groups deserves further attention and study.

Summary.

These implications for staff development are all focused on teacher learning. Based on the data collected from the SEI, they are assertions about the ways in which we should be aware of, acknowledge, and act upon our understandings of the practicing teacher as a learner. While the findings from this study regarding learning have been previously acknowledged in research on cognitive psychology, they add a new dimension to research on staff development which has primarily focused on teachers' implementation efforts, teachers' stages of concern, and the organizational structures of staff development. As noted in the literature reviews in Chapters I and II, teachers as learners are given minimal attention in staff development research. Overall staff development literature gives the impression that teachers are objects of staff development. Staff development is some thing that you "do" to teachers to get them to change. Paying attention to the ways in which practicing teachers learn new ways of thinking, the ways in which teachers' concerns influence their learning, and the ways in which the organization structures of staff development opportunities influence teacher learning is a missing piece in staff development literature. This study begins to address this missing component.

Implications for Future Research

This investigation represents an exploration into teacher learning within a particular staff development model. While the findings begin to inform our thinking about the ways in which teachers learn and the circumstances which facilitate or constrain that learning, they are neither conclusive nor exhaustive. Features of this study which limit the scope and generalizability of the findings are presented. Suggestions for future research are also presented.

One of the aims of this dissertation was to investigate teachers' evolving conceptions of the teaching and learning of reading with Chapter I students. The study relied on teachers' self reports, via questionnaires and an interview, of the ways and extent to which their thinking had changed over a one year period. Data was collected at four key points in time. The design and methodology of this dissertation allowed for an exploration of the ways and extent to which teachers' knowledge evolved over time but was limited in the ways it enabled rich descriptions of teachers' evolving beliefs, attitudes, and ways of behaving.

Future research on teachers' evolving conceptions should include multiple measures of teachers' conceptions, at consistent and frequent intervals, and in the places where teachers are engaged in learning (whether in courses, inservice sessions, seminars, institutes or teachers' own classrooms). The research should continue to focus on teachers learning to reconceptualize the teaching and learning of specific subject matter and on the features of staff development opportunities which support that learning.

Multiple interviews and observations before, during, and after a learning opportunity should be conducted. Interviews could be used as occasions to ask teachers what they know and believe about the teaching and learning of the specific subject they are studying. Periodic interviews could also be used to have teachers comment about video tapes of their teaching. Teachers could be asked to 1) describe what was happening within a particular instance of teaching and learning, 2) reflect on the knowledge and beliefs they had which lead them to teach a particular lesson, create a particular learning activity, or choose a particular teaching strategy, 3) state how this instance of teaching reflected what they were learning and, 4) think about what knowledge teachers needed in order to teach this particular lesson.

Using interviews as opportunities to have teachers comment on the ways in which another teacher was approaching a similar instance of teaching might also be helpful. For example, a video taped or written case, depicting an instance of teaching and learning which incorporated the new understanding of teaching and learning, would provide another occasion to examine a teacher's conceptions. Classroom observations could serve to triangulate the data being collected during the interviews. Full accounts of the ways in which teachers' conceptions evolve would add to our limited understandings of the ways and circumstances in which practicing teachers learn.

The second aim of this dissertation was to investigate the circumstances which either facilitated or constrained teachers' learning. Here, again, the study relied on the teachers' self

reports. It was stated in Chapter I that parallel data was collected during Phase I and Phase II from the instructional leaders.

Recommendations for the future would include an analysis and report of the data collected from the instructional leaders regarding factors during both Phases which facilitated and constrained their learning. Perhaps, data gathered and reported from the instructional leaders and the teachers would add a different perspective to the descriptive account of facilitating and constraining factors.

Teachers participating in this study represented nine small rural school districts. The findings of this research have been analyzed and reported as they represent the total population attending this particular Institute. Research on learning tells us that learning is situated (Brown, Collins, & Duguid, 1989) and research on planned change tells us that implementation efforts are highly influenced by "local factors" (McLaughlin, 1990). Based on this knowledge, further research on teacher learning within institutes or other staff development efforts representing several schools, should aim to describe the learning and circumstances of learning relative to local school teams or individual teachers. A study of one teacher or a small group of teachers participating in a staff development opportunity would provide a more in-depth look at teacher learning as well as local circumstances which support teacher learning. The participant observation method of investigation might be particularly appropriate here. This method would enable a researcher to describe teacher learning and the circumstances of that learning in greater depth.

One of the major findings in this study was that while teachers looked to professional interaction as a facilitating factor in their learning and the design of the Institute included a mechanism by which that interaction would continue in their local schools, most teachers reported that professional interaction significantly dissipated during Phase II. Further studies which investigate the ways in which professional interaction in school settings support teacher learning are needed. In addition, studies are needed which describe the ways in which collaborative, interactive work, intended to provide moral as well as intellectual support, are created and maintained. Because teaching represents such an individualistic endeavor, we need to investigate the ways and circumstances in which teachers learn to interact with other professionals about the teaching and learning of subject matter. What does it mean for teachers to be a member or facilitator of a collaborative team? Do we need to teach teachers how to talk about their teaching and how to talk with each other about their teaching? Do we need to teach teachers group processing skills? It is evident that the complex learning we are asking teachers to engage in and we are asking teachers to engage their students in requires on-going support.

The data in this dissertation suggest that instructional leaders may have difficulty in creating and maintaining collaborative groups in the local school setting. This assertion is based solely on the data gathered from the teachers' reports. Data reported about future collaborative efforts should represent all parties involved. In this particular study, an analysis and report of the data collected from

the SEI instructional leaders would add a missing link. For future research focused on the circumstances of teachers' learning, attention to the ways in which professional interaction or collaborative groups facilitate those efforts are critical to the current school reform and restructuring agendas.

Another assertion in this dissertation is that teachers' conceptions of reading and reading instruction with Chapter I students evolved over time. A note of caution is necessary. Teachers' reports of what they understood at various points in time, during the two phases, were collected via two types of data collection instruments: questionnaires and a telephone interview. It is possible that these two types of data collection instruments influenced the teachers' ability and willingness to reflect on their learning in different ways and, therefore, the data collected over the two phases is not comparable. Prior research has suggested that teachers are more able and willing to elaborate on their thinking during an interview than on a structured questionnaire (Gay, 1987). Since two questionnaires were administered during Phase I of this study and a telephone interview was conducted during Phase II, it is doubtful that the teachers' reports in this dissertation were an exception to that finding. A more accurate description of teachers' evolving conceptions may have occurred if similar instruments were used during all phases of the Institute.

A second question can be raised about the assertion that teachers' conceptions evolved over time. Each questionnaire included questions based on teachers' reports from the previous questionnaire.

For example, in the post-SEI questionnaire teachers wrote about the new understandings they had gained during the Institute and how those new understandings were different than before the Institute.

Teachers' reports indicated that they were beginning to understand teaching, the teacher's role, and the student's role differently. The midyear telephone interview, conducted six months after the post-SEI questionnaire, was constructed to follow-up on those reports.

Teachers were asked how, as a result of their participation in the SEI, their understandings of teaching, the teacher's role, and the student's role had changed. Therefore, an argument can be made that the questions and formats which investigated teachers' conceptions during the telephone interview may have served as an intervention to prompt teachers' responses and may have given the appearance that teachers' conceptions had evolved. For future research agendas which investigate teachers' evolving conceptions, it seems important to strike a balance between asking the same questions via the same kind of data collection instruments and having the flexibility to respond to and delve into teachers' previous reports.

Finally, future research on teacher learning and the circumstances which support that learning should attend to the kind of sites worthy of study. Clearly, thousands of staff development opportunities are available for teachers each year. They occur during the school year, before and after school, on weekends, during the summer, at universities, local and intermediate school districts, and retreat centers. They focus on teaching techniques, subject matter knowledge, curriculum development, and political and governance

issues. Some are mandatory; others are voluntary. Some are attended by individual teachers; some are attended by school teams. These multiple variables are bound to inform decisions regarding appropriate study sites. The particulars of any staff development opportunity must be congruent with the aspects of teacher learning one wishes to investigate.

However, research which contributes to a knowledge base about teacher learning and the circumstances which support teacher learning, must be conducted in contexts which go beyond giving teachers directives for immediate application to classroom practice. These sites must provide opportunities and resources to teachers for on-going and in-depth study. In addition, the site should support the conditions of teacher learning suggested in this dissertation: teacher learning involves reconceptualizing; teacher learning takes time; teacher learning is recursive; teacher learning is situated; and, teacher learning is facilitated in collaborative groups. Perhaps, these questions (which are not intended to be directive or exhaustive) may serve as a guide for site selection:

- . Do the goals of the staff development opportunity explicitly acknowledge and accommodate the needs of the teacher as learner?
- . Does the instructional model used with teachers incorporate a variety of teaching strategies, activities, tasks, and texts which are designed to support as well as challenge teachers' evolving conceptions?
- . Does the learning opportunity provide a number of occasions over time? Are teachers encouraged to set long range learning goals?
- . Does the learning opportunity acknowledge and accommodate the diverse, localized teaching situations (contextual factors) the teachers represent?

- . Does the learning opportunity accommodate teachers as individual learners and teachers as learners within a broader professional community? Are there occasions for both individual and collaborative learning?

Closing

A consideration of the teacher as learner within staff development opportunities strongly supports changing the agenda for research on staff development. Recognizing the teacher as a learner rather than as an implementor or an obstacle to change requires that research on staff development investigate the ways in which practicing teachers learn new ways to think about teaching and learning subject matter as well as the conditions which support teacher learning. This dissertation was one attempt to begin building the knowledge base about teachers as learners. However, if the recent calls for school restructuring are going to become more than just rhetoric, then more research is needed which describes and measures teacher learning in staff development. The information gained from research on teacher learning can be used to support teachers as they transform teaching and learning in schools.

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APPENDICES

APPENDIX A

**COMMUNICATIONS FROM THE MICHIGAN STATE DEPARTMENT
OF EDUCATION AND MICHIGAN STATE UNIVERSITY**



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION

Lansing, Michigan 48906

November 1, 1984

STATE BOARD OF EDUCATION
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Ex-Officio

TO: State Board of Education

FROM: Phillip E. Runkel, Chairman

SUBJECT: Approval to Proceed with the Planning and Implementation of a Pilot Summer Enrichment Institute for Educationally Disadvantaged Pupils and to Identify a Source of Funds for the State's Share of the Cost

The Compensatory Education Unit has the Blueprint assignment of designing and implementing a Summer Enrichment Institute for Educationally Disadvantaged Pupils. Staff is requesting State Board approval to plan and implement the alternative presented at the August Committee of the Whole meeting.

DISCUSSION

The proposed institute will be a co-funded summer institute to be housed at a state university. Funds will need to be identified to pay 50% of the institute's total cost of about \$100,000. Participating districts will pay a tuition cost for each student the district enrolls in the institute. A district's cost could be charged to its federally funded Chapter 1 program or the state funded Article 3 program. A source of funding will need to be identified for the state's share of the cost.

The 1985 Institute will be planned cooperatively with Michigan State University's Institute for Research on Teaching (IRT) and representatives of Local Educational Agencies. IRT will be responsible for planning a staff development component for the summer institute's staff that will occur during the institute and possibly during the school year at the home school site. In order to get maximum impact from the IRT staff development component, participating students, teachers, and schools would be selected from a limited geographic area. It is anticipated that the summer institute would offer students enrichment experiences in computer education, the arts, and humanities, as well as improvement in basic skills.

State Board of Education
November 1, 1984
Page 2

Although the Institute for 1985 will be planned for the Michigan State University Campus, staff will look for opportunities to hold future institutes at other state universities and college campuses.

RECOMMENDATION:

It is recommended that the State Board of Education approve staff (1) to proceed with the planning and implementation of a pilot Summer Enrichment Institute for Educationally Disadvantaged Pupils, and (2) to identify a source of funds for the State's share of the cost.



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION

Lansing, Michigan 48909

January 4, 1985

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Ex-Officio

Dear Colleague:

A number of us met on December 7th at K.V.I.S.D. to consider the potential of a Summer Institute for low achieving students. We had indicated in the original invitational letter that we were seeking a means to extend the experience beyond to Summer Institute.

To carry the idea further we will meet again on January 18, 1985 1:30 p.m. at K.V.I.S.D.

The draft proposal (attached) prepared by M.S.U. staff represents a means to expand the Institute into a student-staff experience that could have long term effects for local school programs. From the discussion of the proposal the following ideas evolved:

1. Effective school's research emphasize the role of the principal as instructional leader.
2. An effective instructional team is principal and teachers.
3. Institute would provide a living experience - learning/teaching/learning for staff.
4. Sample Schedule
 - A. Student basic skills instruction - 1 1/2 hours a.m. - 1 hour p.m.
 - B. Student expanded experiences
 - C. Student recreational activities
 - D. Student social living activities
 - A. Teachers/principals with students - 1 1/2 hours a.m.
 - B. Teachers/principals inservice experiences
 - C. Teachers/principals expanded experiences
 - D. Teachers/principals social living experiences

Summer Institute cont.
Page 2
January 4, 1985

(Note: The resources of the University would be available to the Institute. Specific content for L.E.A. or broadening experiences could be provided by tapping these resources)

5. Some problems to be considered

A. Student selection: It would be ideal to be able to select students who:

1. Are old enough for a summer residential camp - 11 to 14 years
2. Will be in the same school (district) next year
3. Has a good school attendance record

B. Student Supervision

Students will be supervised 24 hours a day.

With "Out-of-School" supervision provided by M.S.U. M.D.E. staffs

6. Attracting L.E.A. Staffs

- A. Concern for motivation, stipends, stimulation, course credit, recreation, professional development etc.
- B. Concern for contractual arrangements for principals
- C. When during the summer?
- D. Expectations of these staffs for fall

7. Computers

- A. Relationship of Institute program to local programs and needs
- B. Relationship of campus resources to local resources

8. Title for the Institute

We need something better than Summer Institute for low achieving students.

Sincerely,

Benjamin E.S. Hamilton
Benjamin E.S. Hamilton
Education Consultant
School Program Services

BH:ms
Attachment

373 4003



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION

Lansing, Michigan 48909

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M E M O R A N D U M

TO: Summer Institute Planning Group
FROM: Benjamin E.S. Hamilton *BEL*
DATE: January 31, 1985
Re: I. Next Meeting

II. Minutes, Meeting of January 18, 1985

- I. Next Meeting: February 7, 1985, 1:15 - 3:30 p.m.
Berrien County ISD
Berrien Springs (See Map)

Agenda: See Minutes

- II. Minutes: Consideration of the concerns voiced in the previous meeting led to a discussion of the merits of this project as a unique response to the criticisms voiced in the "Nation at Risk" reports, viz., poor teaching of the basic skills, the isolation of colleges of education from local educational problems and the limited leadership from state departments. The content for the attached "Tentative Planning - A Summer Institute..." evolve from this discussion.

It is apparent, given the costs involved that commitment to this project must come from the local superintendent. To get this commitment we must present this proposal to them; demonstrating its merit as a project that speaks to present needs while having the potential for long term effects. Further, these superintendents will be participating in a positive, cooperative effort that responds to "Nation at Risk" criticisms. However, if our presentation effort is to be fully effective it needs the support of a senior official of the Department of Education - Dr. Runkel or Dr. Paslov.

Our next meeting will focus on the attached materials and how we should conduct the meeting with the superintendent.

BH:ms

Attachments

TENTATIVE PLANNING

A SUMMER INSTITUTE FOR THE IMPROVEMENT OF BASIC SKILL INSTRUCTION

The Project

The project proposes a year long staff development and basic skills instruction improvement program involving teams of two teachers and an instructional leader from 10 Regional school districts. It will utilize a two week residential summer computer camp for 100 Chapter 1 eligible students currently in grades 4 and 5 in the 10 school districts as an initiatory vehicle. The specifics of the program will evolve out of the Cooperative efforts of the local districts, the M.D.E., and M.S.U. College of Education; capitalizing on the research available at the University applicable to the special needs of the involved districts in basic skill instruction.

The Uniqueness of the project

- A. The yearlong project is a cooperative effort involving staffs from the local districts, the M.D.E., M.S.U.'s Institute for Research on Teaching and that University's College of Education's departments for teacher education and educational administration in a common purpose, viz. improvement of instruction in the basic skills.
- B. The project utilizes the instructional interactions of students and staffs in a two week residential common experience for a practicum that focuses on basic skill instruction improvement.
- C. The project will blend current educational research with the competencies of experienced instructional staffs to develop the optimally effective instructional program for each local district.
- D. A regional network of teachers and administrators will be created providing the potential for the perpetuation of the project ideas beyond the one year.
- E. The project can serve as a model for subsequent efforts.
- F. For the enrolled students, the project will provide opportunities for:
 1. Improvement in basic skill achievement through direct instruction by their local instructional staffs.
 2. Improvement in basic skill achievement through experiences with computer assisted instruction.
 3. Development of basic competency in the use of computers.
 4. Development of some social skills.
 5. Social, cultural and intellectual enrichment experiences.

Summer Institute
Page 2

6. Development of a cadre of students as peer tutors for local computer assisted programs.

Project Responsiveness to Current Educational Criticisms

- A. The project is a cooperative effort by the three significant sectors of the educational community that focuses directly on professional development for the improvement of instruction in the basic skills consistent with the Blueprint for Action and recommendations of other "Nation at Risk" commentaries.
- B. The effort capitalizes on the special resources of the Michigan Department of Education, and the University's College of Education to support local school districts meet the professional development demands required for improvement in basic skill instruction.
- C. The project expands a Summer Institute for students into an opportunity to create an ongoing regional network of teachers and administrators concerned with improved instruction in the basic skills.

D. Cost Benefit Comparisons
Cost Benefit Comparisons

The project cost of about \$1,000 per pupil, to be shared equally by the State and the local districts, seems more expensive than the average per pupil cost of a Chapter 1 project (about \$750) or the \$550 per pupil cost of the Summer Institute for gifted and talented.

A comparison of these programs must also consider the following:

1. The normal Chapter 1 Program provides 50 to 75 hours of student instructional time.

This project will provide 40 hours of directed instruction in basic skills, 20 hours of selected related enrichment activities in addition to two weeks of social, cultural and intellectual experiences related to the on-campus residence for the students.

The local instructional staff participants will receive 15 hours of instructional planning activities in preparation for the program, 15 hours of instruction in researched based strategies for basic skill instruction, 25 hours of supervised instructional practicum involving their own students in basic skill instruction, and 15 hours of related enrichment experiences. In addition there will be opportunities for other campus related experiences and collegial sharing while in residence.

2. The Summer Institute for gifted and talented provides two weeks of in-depth and exploratory experiences for students. *only*

Summer Institute
Page 3

This project will provide two weeks of in-depth and exploratory experiences for students and instructional staff from the same school.

In addition, M.D.E. and University staff will provide yearlong support to local staffs as they utilize the summer experience to improve local programing. Regular periodic meetings will be held during the ensuing year to provide needed follow-up and continuity of networking efforts.

Further, the University plans to provide staff to assess the process as a model of inter-agency cooperation to support local educational improvement.

The Problem

1. The basic cost to local districts about \$5000 for 10 students and 3 staff appear expensive.
2. The long range outcomes of the project become obscured by the logistics and the cost to the district.
3. Commitment to the project can only come from the superintendent of the local districts.
4. Given local financial concerns the superintendent has more justification for declining than for participating.
5. The State superintendent can, and is needed to, provide the impetus for local superintendents to opt for participation.

The Need

An expression of support from the State superintendent directed specifically to the invited regional superintendents.



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION

Lansing, Michigan 48808

February 26, 1985

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Ex-Officio

Dr. Laura Roehler
MSU
351 Erickson Hall
East Lansing, MI 48824

Dear Dr. Roehler:

Enclosed you will find a brief description of a Summer Enrichment Institute to be conducted by the Department of Education and Michigan State University's School of Education. The Institute is designed to provide a very intense and rich staff development program for participating educators from your district. In addition, elementary pupils from your district would be provided with intensive remedial instruction in basic skills, computer instruction, and a wealth of cultural and recreational experiences.

Staff will soon be contacting your compensatory education director to offer the district an opportunity to participate in the project and I recommend your support of the Institute. The Department's confidence in the value of the Institute is demonstrated by its willingness to bear more than 50% of the cost.

The Institute will provide valuable professional training for staff during the Institute with follow-up services during the school year. I also believe the Institute will provide elementary age pupils with a rich learning and cultural experience. You are invited to meet with Dr. Eugene Paslov and representatives of Michigan State University to learn the details of this project at 1:15 p.m. on March 7, 1985 at Van Buren Intermediate School District offices in Lawrence. I urge you to give your support to the Institute and elect to have your district participate in the Summer Enrichment Institute for Chapter 1 pupils.

Sincerely,

Phillip E. Runkel

SUMMER ENRICHMENT INSTITUTE FOR LEA PERSONNEL AND CHAPTER 1 PUPILS

Description of the Institute

A Chapter 1 funded summer enrichment institute will be held on the Michigan State University campus from July 26 to August 9, 1985. The Institute will provide staff development training for a team of educators from each of the participating districts. The training program will be an intensive summer program and year long support for continued local effort. Additionally, ten grade 5-6 pupils from each participating district will receive intensive remedial instruction, computer instruction, plus cultural and recreational experiences.

Who can Participate

Only pupil and educator teams from Southwest Michigan districts are eligible to participate in this Institute. The Institute will be limited to participants from only 10 districts. Applicant districts are asked to select 10 pupils, 2 teachers, and one educational leader to participate in the Institute.

Benefits

- District: A year long building level instructional improvement program supported by Michigan State University and Michigan Department of Education consultant services to the trained local leadership.
- Pupils: Computer education, basic skills instruction, field trips, cultural events, recreation, two weeks of living at Michigan State University.
- Teachers: Training in effective teaching methodology, practicum with small instructional groups, cultural events available, up to six credits can be available for the training and experience. Stipend of \$500.00 plus room and board.
- Instructional Leader: Training in effective educational leadership under the direction of Dr. Larry Lezotte, practicum experience in supervision of instruction. Stipend of \$600.00 plus room and board.
- Cost to District: Total cost is \$3,250.00. This is an approvable Chapter 1 expenditure. It can be paid out of the 1984-85 project or the 1985-86 project.

Tentative Calendar of Activities for Institute

- July 26-28, 1985 - Local instructional staffs (educational leaders and teachers) on campus for preparatory inservice program
- July 28, 1985 - Students arrive on campus
- July 30 - August 8, 1985 - Summer Institute Activities
- August 9, 1985 - Students and staffs return home
- September 1985 - May 1986 - Local staffs implement their basic skill improvement plan
 - Monthly meetings of local instructional leaders with M.S.U. representatives to review progress and identify support needs
 - (M.S.U. and M.D.E. staffs will be available to local districts for consultation)
 - Periodic visitations by M.S.U. and M.D.E. staffs to observe and consult
- January 1986 - One day session to review and share. Observations and new information from M.S.U. and M.D.E. staffs. Adjust plans for the remainder of the year
- June 1986 - Review and evaluate. Plans for school year 1986-87

Tentative Summer Institute Daily Schedule

<u>Time</u>	<u>Students</u>	<u>Both</u>	<u>Local Staffs</u>	<u>Time</u>
7:00- 7:45	Rise - Breakfast			
8:00- 9:30		Classroom Instruction		8:00- 9:30
9:45-11:30	Educational Enrichment Activities*		1st Week: Continue staff development - prep time 2nd Week: Plan for local implementation	9:30-11:00
11:45- 1:00		Lunch - Restaurant		11:45- 1:00
1:15- 2:45		Classroom Instruction		1:15- 2:45
		Critique		2:45- 3:00
3:00- 5:00		Recreational Enrichment Activities*		3:00- 5:00
5:00- 6:00		Dinner		5:00- 6:00
6:30- 9:00		Social, Enrichment and Study Times		6:30-
9:00- 9:30	Snacks & to Bed			

*Potential Enrichment Activities: Planetarium, Cyclotron, Science and Art Museums, Baker's Woods, Concerts, Musicals, Impression Five, The Capitol, Michigan Historical Museum, Swimming Pool, Skating Rink (possibly see champion figure skaters practice), Drama, Canoeing, Golf, Tennis

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION • DEPARTMENT OF TEACHER EDUCATION

EAST LANSING • MICHIGAN • 48824-1034

April 1, 1985

Name
Superintendent
Noname Public Schools
100 Johns Avenue
City, MI 49000

Dear Mr. Superintendent:

You should have recently received a letter from Phillip E. Runkel, Superintendent of Public Instruction, endorsing the Summer Enrichment Institute. A brief description of this Institute was included. As director of the Summer Enrichment Institute in collaboration with Gerald Jennings, Principal of the Mars and Sylvester Elementary Schools in Berrien Springs, and with Ben Hamilton, specialist in compensatory education for the Department of Education, I want to take this opportunity to provide a more detailed description of our plans for the summer portion of the Enrichment Institute. Please recall that the Institute calls for work on the Michigan State University campus during the summer with a follow-up program for the 1985-86 academic year. The enclosed attachment focuses on the July 26 to August 9 portion of the program.

We believe this collaborative effort among education institutions (Michigan State University, State Department of Education, under the direction of Clarence Wills, Director of Compensatory Education, and individual school districts) is unique. We, also, believe this Institute brings together the best resources of these educational institutions. It will provide training for teachers and instructional leaders that is on the cutting edge of teaching research and practice and it will provide enrichment opportunities for students who do not usually receive the benefit of such experiences.

We look forward to your participation in the Summer Enrichment Institute.

Sincerely,

Laura Roehler
Professor

**Summer Enrichment Institute/1985-86 School Year
Follow-Up Program**

July 26 - August 9, 1985

INFORMATION FOR THE DISTRICT

Each district will be asked to send a group of 13 individuals from one school: ten Chapter I pupils who would be entering fifth or sixth grade next year, two teachers who will teach these students next year, and an instructional leader from the school (principal, Chapter I supervisor, curriculum coordinator, etc.).

The teachers and instructional leaders will participate in an inservice program which will begin three days before the Institute. During the Institute, these three district professionals will have approximately six to seven hours of student contact time within an average day as part of the practicum experience. The teachers will be primarily responsible for basic skills instruction, while the instructional leader will supervise these teachers. Current research on instruction, learning, and effective instructional leadership will be incorporated into all aspects of the Institute.

Preservice teachers in MSU's teacher education programs will supervise the children. Specifically the college students will serve as dormitory counselors, be responsible for mealtime and nighttime supervision, and will assist with enrichment and recreational activities.

The three professional educators from your school district will receive a stipend for their services. The teachers will receive a \$500 stipend, plus room and board and the instructional leader will receive a \$600 stipend, plus room and board. Up to six graduate credits from Michigan State may be earned during the summer or throughout the year by paying for graduate course credit at the regular rate.

During the following school year the teachers will be expected to implement strategies taught in the Institute. The instructional leader will provide follow-up and supervision throughout the school year. The instructional leader will also be expected to attend one half-day monthly meeting throughout the school year with representatives from Michigan State University.

The professional participants may enjoy ample leisure time activities or professional study time during the Institute. In fact, it may be possible for an adult participant to visit his/her family and return the next morning for the instructional responsibilities. Over the weekend of August 3rd and 4th, the adults will be free to return home to their families. During this time, the pupil participants will remain on campus and be involved in recreational, as well as enrichment activities.

2

The Institute and follow-up program will include the following staff members:

Director - Dr. Laura Roehler, Michigan State University;

Student/Life Coordinator - Dr. Gerald Jennings, Berrien Springs Public Schools;

Reading Professor - Dr. Gerald Duffy, Michigan State University;

Mathematics Professor - Dr. Perry Lanier, Michigan State University; and

Educational Leadership Professor - Dr. Larry Lazotte, Michigan State University.

INFORMATION FOR STUDENTS AND PARENTS

This Institute provides an opportunity for public school students to learn basic skills, participate in recreational and enrichment activities, and develop a sense of confidence in themselves while participating in a Learning Community. These students will be supervised by a large staff of adults including professionals from the student's home district. A staff of undergraduate college students, who are at the intern level in their teacher education program, will serve as counselors for the student participants and will provide supervision in the dormitories, as well as during the recreational and enrichment activities.

Public school students who attend this Institute will need to bring basic clothing and personal health items. Laundry facilities will be available and help from counselors will be provided for participants to do their own laundry. A detailed list of specific things which might be needed will be prepared closer to the time of the Institute.

The public school students would attend the Institute from Sunday, July 28th through Friday, August 9th. Transportation to and from Michigan State University will be provided.

The student participants will not be charged a fee. They will receive room and board, plus a rich educational experience. Included in the enrichment experiences the students will visit the planetarium, museum, concerts, skating rink, swimming pool, as well as visits to the Michigan State Capitol in Lansing and other nearby important sights.

The student's day will be a unique blend of exciting and enjoyable basic skill instruction in reading, mathematics and computers, plus many enjoyable special learning opportunities.

3

The student participants day will be full of organized activities. Visits from family or friends will not be encouraged during the Institute. Such visits often cause a student to lose a sense of immediate participation by thinking more of what is going on at home.

All student participants attending the Institute must fill out a health form which will be provided. If medical problems arise while the student is on campus the parents will, of course, be alerted. There is a fully staffed hospital on the campus in case of emergency.

Students participating in this Institute will benefit from special teaching methods throughout the upcoming school year. They will continue to be taught by the same teachers who have attended the Summer Institute. This strategy should help student participants in the Institute to continue learning throughout the school year.

1r066



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION

Lansing, Michigan 48908

March 25, 1985

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Ex-Officio

The Michigan Department of Education is now soliciting commitments for participation in the Summer Enrichment Institute (for Chapter 1 pupils). You or representatives of your school district have had an opportunity to review plans for the Institute (see enclosure).

The Institute will be limited to teams from only 10 school districts. The Institute will provide educators and pupils from your district with a rich staff development and learning experience. I hope that you will elect to have your district participate in the Summer Enrichment Institute.

Should you desire to have your district participate in the Institute, a letter of commitment is needed by April 15, 1985. The letter of commitment has been enclosed for your signature. The letter is an agreement for financial and human participation by your district. The letter of commitment should be signed and returned to Mr. Ben Hamilton, Compensatory Education Program, Michigan Department of Education.

To assure the participation of your district, please return your signed letter of commitment by April 15, 1985.

I am very much committed to the success of the Institute. I hope you will agree to have your district be a participant in the Summer Enrichment Institute.

Sincerely,


Phillip E. Runkel

cc: Chapter 1 Project Director

Enclosures

Letter of Commitment for Summer Enrichment Institute

TO: Mr. Ben Hamilton
Compensatory Education Program
Michigan Department of Education
P.O. Box 30008
Lansing, Michigan 48909

The _____ will participate in
(name of district)
the Summer Enrichment Institute (for Chapter 1 eligible pupils). The
district agrees to pay the enrollment fee of \$3,250.00. Additionally,
the district will send the following team to the July 26 to August 9, 1985
Institute:

1 educational leader
2 classroom teachers
10 grade 5-6 pupils

_____ will serve as my contact person for
the project.

Superintendent _____ (signature)

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION • DEPARTMENT OF TEACHER EDUCATION

EAST LANSING • MICHIGAN • 48824-1034

June 14, 1985

Dear School Superintendents:

We are very pleased that you have agreed to have members of your school district participate in the Summer Enrichment Institute sponsored jointly by the College of Education of Michigan State University and the State of Michigan's Department of Education. Enclosed is a set of the materials we are sending specifically to the children, parents, teachers and instructional leaders from your district. We hope you will be able to visit us during the Summer Enrichment Institute (July 28 - August 9, 1985). If you have any questions or comments, please contact Dr. Laura Roehler, 351 Erickson Hall, East Lansing, Michigan 48824, phone (517, 355-1741).

Sincerely,



Laura Roehler
Director
Summer Institute

1r089

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION • DEPARTMENT OF TEACHER EDUCATION

EAST LANSING • MICHIGAN • 48824-1034

Dear Teacher:

We are pleased to welcome you to the Summer Enrichment Institute with the School Year Follow Up Program. This letter will discuss primarily the summer portion with the school-year follow-up being discussed during the summer institute.

The instructional outcomes for the program for both educators and students will be focused on problem solving in reading skills, writing skills and math skills. You will attend reading and writing classes conducted by Dr. Gerald Duffy and math classes conducted by Dr. Perry Lanier in order to supervise your teachers. Special opportunities will be provided for the student to learn about computers. A three day preparation session (July 26-28th) will immediately precede the Summer Institute during which the bulk of the basic skills instruction will be offered. Independent study credit (TE883 and 884) is available for all who wish to receive credit for work completed during the summer and the 1985-86 school year. If you are a current MSU student you will need approval to enroll for these credits from your advisor. Teachers enrolled in other colleges and universities will be given guest status and will need the approval of their advisors to receive credit. Enrollment for credits will occur at the beginning of the institute. A tentative schedule for the preinstitute classes in reading, writing, and math is enclosed.

The students will arrive late on Sunday, July 28th. We would like you personally to welcome the students from your school.

Everyone involved in the Summer Institute will live in McDonel Hall. While not encouraged, family members and spouses who plan to stay overnight or eat in the residence hall at any time will be charged accordingly. The students will live in a separate wing and will be supervised by counselors who are preservice teachers in education programs at MSU.

Through the two weeks you will attend reading, writing and math classes, supervise the instruction of students from your building and conduct debriefing sessions. A schedule for the two week institute for all participants is enclosed.

Your evenings, late afternoons, and the weekend of August 3 and 4 are open. There are many recreational and cultural events to choose from and you are welcome to join any evening activities developed for the students. We must note that university regulations preclude the consumption of alcoholic beverages on campus.

Please bring reading and writing materials that you will be expected to use with the five students next year. This includes students' books, practice books, and teacher's editions in math, writing, and reading. We will provide library books, paper and other materials (pencils, crayons, scissors, etc.) However, feel free to

**Summer Institute
Page 2**

bring any special books or materials that may be useful to you in your teaching. Any information you can gather about the five students that relates to their reading levels, interests and hobbies will be helpful. The school will be providing test scores.

**If you have any questions, please call your school representative
at**

or Dr. Laura Roehler at 517-355-1741 (office) or 517-337-9234 (home).

We will begin promptly at 9:00 a.m. on Friday, July 26, 1985. The dormitory, McDonel Hall, will be open Thursday night for checkin. Meal service will begin on Friday, July 26th. Special group activities are planned for Saturday night. See you in July.

Sincerely,



**Laura Roehler
Director
Summer Enrichment Institute**



**Ben Hamilton
Michigan Department of Education
Coordinator**

LR/kjp

Enc.

Pre Institute Schedule**Friday, July 26, 1985**

A.M.	8:30 - 9:00	coffee and donuts
	9:00 - 9:30	overview of institute
	9:30 - 12:00	reading and writing instruction
P.M.	12:00 - 1:00	lunch
	1:00 - 5:00	math instruction
	6:00 - 7:00	open (a free play is offered in the outside theater by the auditorium)

Saturday, July 27, 1985

A.M.	7:00 - 8:00	breakfast
	8:00 - 12:00	reading and writing instruction
P.M.	12:00 - 1:00	lunch
	1:00 - 5:00	math instruction
	6:00 - 7:00	dinner
	7:00 - 10:00	planned group activities

Sunday, July 28, 1985

A.M.	8:00 - 9:00	breakfast
	9:00 - 10:00	reading and writing instruction
	10:00 - 1:00	instructional leader session
P.M.	1:00 - 2:00	dinner
	2:00 - 4:30	math instruction
	5:00 -	students arrive

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION • DEPARTMENT OF TEACHER EDUCATION

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Dear Instructional Leader:

We are pleased to welcome you to the Summer Enrichment Institute with the School Year Follow Up Program. This letter will discuss primarily the summer portion with the school-year follow-up being discussed during the summer institute.

The instructional outcomes for the program for both educators and students will be focused on problem solving in reading skills, writing skills and math skills. You will attend classes about being instructional leaders conducted by Dr. Larry Lezotte and Dr. Laura Roehler. You will also attend reading and writing classes conducted by Dr. Gerald Duffy and math classes conducted by Dr. Perry Lanier in order to supervise your teachers. Special opportunities will be provided for the student to learn about computers. A three day preparation session (July 26-28th) will immediately precede the Summer Institute during which the bulk of the basic skills instruction will be offered. Independent study credit (TE883 and 884) is available for all who wish to receive credit for work completed during the summer and the 1985-86 school year. If you are a current MSU student you will need approval to enroll for these credits from your advisor. Teachers enrolled in other colleges and universities will be given guest status and will need the approval of their advisors to receive credit. Enrollment for credits will occur at the beginning of the institute. A tentative schedule for the preinstitute classes in reading, writing, and math is enclosed.

The students will arrive late on Sunday, July 28th. We would like you personally to welcome the students from your school.

Everyone involved in the Summer Institute will live in McDonel Hall. While not encouraged, family members and spouses who plan to stay overnight or eat in the residence hall at any time will be charged accordingly. The students will live in a separate wing and will be supervised by counselors who are preservice teachers in education programs at MSU.

Through the two weeks you will attend reading, writing and math classes, supervise the instruction of students from your building and conduct debriefing sessions. A schedule for the two week institute for all participants is enclosed.

Your evenings, late afternoons, and the weekend of August 3 and 4 are open. There are many recreational and cultural events to choose from and you are welcome to join any evening activities developed for the students. We must note that university regulations preclude the consumption of alcoholic beverages on campus.

**If you have any questions, please call your school representative
at**

or Dr. Laura Roehler at 517-355-1741 (office) or 517-337-9234 (home).

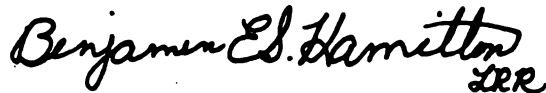
Summer Institute
Page 2

We will begin promptly at 9:00 a.m. on Friday, July 26, 1985. The dormitory, McDonel Hall, will be open Thursday night for checkin. Meal service will begin on Friday, July 26th. Special group activities are planned for Saturday night. See you in July.

Sincerely,



Laura Roehler
Director
Summer Enrichment Institute



Ben Hamilton
Michigan Department of Education
Coordinator

LR/kjp

Enc.

Pre Institute Schedule

Friday, July 26, 1985

A.M.	8:30 - 9:00	coffee and donuts
	9:00 - 9:30	overview of institute
	9:30 - 12:00	reading and writing instruction
P.M.	12:00 - 1:00	lunch
	1:00 - 5:00	math instruction
	6:00 - 7:00	open (a free play is offered in the outside theater by the auditorium)

Saturday, July 27, 1985

A.M.	7:00 - 8:00	breakfast
	8:00 - 12:00	reading and writing instruction
P.M.	12:00 - 1:00	lunch
	1:00 - 5:00	math instruction
	6:00 - 7:00	dinner
	7:00 - 10:00	planned group activities

Sunday, July 28, 1985

A.M.	8:00 - 9:00	breakfast
	9:00 - 10:00	reading and writing instruction
	10:00 - 1:00	instructional leader session
P.M.	1:00 - 2:00	dinner
	2:00 - 4:30	math instruction
	5:00 -	students arrive

MICHIGAN STATE UNIVERSITY**COLLEGE OF EDUCATION • DEPARTMENT OF TEACHER EDUCATION****EAST LANSING • MICHIGAN • 48824-1034****Dear Teachers and Instructional Leaders:**

On behalf of the College of Education and Michigan State University, it gives me great pleasure to welcome you to the 1985 Summer Enrichment Institute which we have planned in collaboration with the State of Michigan Department of Education. We look forward to your participation in this innovative attempt to improve the basic skills of selected learners from your districts and to engage in a unique effort to learn and implement much of the effective schools research and teacher effectiveness research. Under the leadership of Dr. Laura Roehler, the Summer Enrichment Institute promises to bring together outstanding educators including Drs. Larry Lezotte, Gerry Duffy, and Perry Lanier from the College of Education, and Mr. Jerry Jennings, Principal in Berrien Springs, who will serve as the Student Life Coordinator. We are excited about the opportunity to work with teachers, administrators, and students from nine school districts in Michigan and to bring the many resources of Michigan State University faculty and teacher education candidates to bear on this summer program.

If you have not been on the East Lansing, Michigan State campus during the summer, you are in for a real treat. Our park-like atmosphere, along with the many recreational facilities, including two eighteen hole golf courses, Olympic size swimming pools, multiple tennis courts, jogging and exercise trails along the Red Cedar River, and other athletic facilities are to be enjoyed by you. In addition, cultural events, as well as art galleries and museums abound both on-campus and within the Lansing community. We look forward to providing you with the intellectual stimulation as well as the opportunity to socialize together and enjoy the facilities of our university.

If you wish to obtain graduate credit for your participation in this summer workshop as well as your follow-up work throughout the year, independent study arrangements can be made through Dr. Laura Roehler. Graduate credits cost \$60 per credit plus a \$13 non-refundable registration fee. You may register for up to 6 graduate credits for lab and field work conducted during the summer institute and completed through the 1985-86 academic year. Whether or not you enroll for credit, the teaching and learning resources center of Erickson Hall, as well as the Michigan State University library will be available for your use.

We hope you will enjoy living in the residence hall and will find the accommodations suitable for your needs during your two week stay on campus. Food service will be provided and laundry facilities are available within the building. Linens are provided by the residence hall. We anticipate that all of the adults will be put in single rooms, unless otherwise requested, on a floor together. MSU teacher education candidates will supervise the children on separate floors of the residence hall.

Since this is our first attempt to bring teachers, administrators, and students together in such a summer institute, we are attentive to the fact that we may need to make adjustments as we proceed. Please feel free to give us your

**Summer Institute
Page 2**

recommendations and requests as you know of them. While we have planned an active, carefully schedules summer institute, we want you to be comfortable and to enjoy your time at Michigan State University. Please feel free to contact Laura Roehler (517-355-1741) as you have specific requests.

We look forward to your participation and appreciate your willingness to be a part of this innovative, exciting, stimulating Summer Enrichment Institute.

Sincerely,

A handwritten signature in black ink that reads "Cassandra Book". The script is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

**Cassandra Book, Ph.D.
Assistant Dean for Teacher Education**

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION • DEPARTMENT OF TEACHER EDUCATION

EAST LANSING • MICHIGAN • 48824-1034

Dear Student:

We are happy to welcome you to our Summer Institute at Michigan State University. You are going to have a good experience with us. You will learn about reading, writing, math and computers and do many activities in which you will use your new learning about reading, writing, math and computers. Some of these activities include visiting the stadium, the greenhouses, the campus television station, the weather center, and the football center. We have special people who will help you learn new things. One visitor is Jerry Lenard who has built his own go-cart and written a book about it. Another is Deanne Baker who will teach you how to create your own songs.

You will be living in a college dormitory where you share the room with one other student, just like college students do. You will eat in the dorm's cafeteria and select what you want to eat from several choices.

We have planned many recreational activities for you. There will be daily events like swimming, singing, storytelling and special events such as talent shows and field days.

Your parent have received a list of clothes and other things for you to bring. You can also bring special books, games or other things you like. Please don't bring anything valuable like radios, cassette players, expensive musical instruments or live pets.

You can plan on having a great experience learning about a lot of new things and doing many new things. We can't wait for you to get here!

Sincerely,

Laura Roehler
Director
Summer Enrichment Institute



Ben Hamilton
Michigan Department of Education
Coordinator

LR/kjp

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On behalf of the College of Education and Michigan State University, it gives me great pleasure to welcome you to the Summer Enrichment Institute which has been planned, in collaboration with the State Department of Education, for you from July 28 through August 9, 1985. We look forward to having you on the East Lansing campus of Michigan State University and want you to know that we have a full, active schedule planned for you. You will be among 120 fifth and sixth graders from nine school districts in Michigan and will be accompanied by 20 teachers and 10 principals from your schools. In addition, MSU teacher education candidates, who are college seniors, will serve as your counselors and student leaders.

We have planned busy days for you which will include instruction by your teachers in groups of five in the areas of reading, writing, arithmetic, and use of computers. Also, you will enjoy special sessions with people in various areas such as poetry writing, papermaking, and television production. In addition, you will have the opportunity to explore, with your student counselor, various facilities of the MSU campus, including the museum, the planetarium, the farms, the cyclotron, and the library. Each day will include both instruction and recreation. You will be able to swim in the pools at MSU as well as play soccer and volleyball and other sporting activities with the other students under the supervision of the MSU counselors. In essence, we think you will enjoy the benefits of the summer enrichment program and will have a good time on this park-like campus of Michigan State University.

Enclosed is a list of items you should bring, as well as those you should leave home. We look forward to your having a safe and productive two weeks in the Summer Enrichment Institute. If you have questions about the Institute, first contact your school representative

or contact Dr. Laura Roehler, Director Summer Enrichment Institute, 351 Erickson Hall, Michigan State University, East Lansing, MI 48824-1034 (phone: 517-355-1741).

We are excited about this experience and about meeting you.

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Assistant Dean of Teacher Education

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	10:00 - 1:00	instructional leader session
P.M.	1:00 - 2:00	dinner
	2:00 - 4:30	math instruction
	5:00 -	students arrive

APPENDIX B

STAFF DEVELOPMENT COURSE DESCRIPTION AND GOALS

Reading
Summer Institute
G. Duffy

Course Description

This course is designed to help classroom teachers improve instruction in basic reading skills. It is also intended that teachers gain an understanding of the reading process and reading instruction that will enable them to make wise decisions in their teaching practices. Two techniques will be emphasized: building a classroom environment which causes students to build an accurate and positive concept of reading and presenting skills as strategies which students consciously and flexibly apply to remove blockages to reading. The course is year long, with the first two weeks providing the academic and practical experience needed to implement the two emphases in the regular classroom.

Course Objectives

Teachers will:

1. participate in class activities.
2. apply course principles when teaching their own students during the two weeks.
3. prepare for implementing course principles into the regular classroom.
4. keep a reflective journal of thoughts, reactions and questions.

Instructional leaders will:

1. participate in class activities.
2. apply course principles when supervising the work of their teachers.
3. prepare for serving as instructional leaders in the home school.
4. keep a reflective journal of thoughts, reactions and questions.

Thursday, August 8 -- TBA

Friday, August 9 -- Wrap-up
Preparation for Fall implementation

Data Collected During the 2-Week Institute

Students

Attitude

conceptual change (pre)
-reading
-story problems

Process

awareness interviews (3 interviews follow reading lessons following
a math story problem lesson)

Content

-GORP (pre)
-error detection (pre)
-math story problems (pre)

Achievements

whatever the home school uses (Spring, 1985)
-reading
-math

Teachers

Explanation behavior

-reading (3 lessons)
-math (1 lesson)

Data Collected During the Academic Year

Students

Attitude

conceptual change (post)
-reading
-math

Process

-awareness interviews (once a month)
-story problems (once a month)

Content

-GORP (post)
-error detection (post)
-math story problems (post)

Achievement

- whatever the home school uses (Spring, 1986)
- reading
- math

Teachers

Explanation behavior

- reading (once a month)
- math (once a month)

Descriptions of literate environment

- once a year

CREATING A LITERATE ENVIRONMENT

Write directions to the lunchroom, to the classroom, to anywhere

Keep a running list of new vocabulary words in the room based on their experiences: University, dormitory, college, campus

Write slogans to decorate the room

Draw a picture and someone else writes the story

Use all springboard activities to write experience stories.

Use and provide a large variety of materials for writing

Use personal experiences as much as possible to write stories about families. Create family trees.

Cook with your students

Write poetry

Write job applications

Use puppets to dramatize writing and stories

Pass notes--work up a mail system (secret pen pals, reveal at end of two weeks)

Write a recipe--make it up
Write a recipe for life, love, happiness. . .

Plan follow-up activities to a storyteller, ventriloquist - Do this with kids!!

Make up entertainment such as plays, skits. . . for sharing with other school districts

Make up riddles to solve

Experience stories...bus trip, cafeteria, dormitory, field trips

Art Work.....its, volcanos

Turkey Television (Kids write own scripts for mock T.V. show or actually send it in to Nickelodeon)

Learning Centers

Integrate the arts, trips, experiences as much as possible

Teacher Enthusiasm and Commitment !!!!!!!!!

CREATING A LITERATE ENVIRONMENT

Take the students to the library
 Show them the variety of libraries on the campus.
 Take them to kiddy lit library to check out books.
 Show them microfiche-microfilm. Have them read from them.
 Use library to find research book for activity of choice such as
 identifying trees, etc. Combine this activity with a visit to
 Botanical Gardens next to the library
 Build a library in your own study room. Have a book exchange table.
 Make maximum use of high-interest library materials.

Silent Reading Time!!!!!!

DEAR TIME (Drop Everything And Read)
 USSR (Uninterrupted Silent Sustained Reading)
 SQUIRT (Silent Quiet Independent Reading Time)

Read to the students!

Stories
 Riddle of the Day

Sharing the Reading

Book Club
 Read stories into the recorder for others to hear
 Take a book apart ... assign each kid 1 chapter and tell the story one
 at a time

Bookfair

Read-A-Thon

Role playing a chapter from the book, or a situation from the book

Adopt a character
 Biographies, dressup as that person

Build a Book Worm around the whole school as kids finish reading a book.
 See how far the worm extends. Each child fills out a section of the
 worm as they finish reading a book. The teacher collects the sections
 and turns them into the librarian or reading specialist to put up
 around the school.

Read newspapers

comic books magazines
 recipes scavenger hunt directions

Go to the student bookstore or bookstore off campus

Cross age tutoring--reading to each other.

Write letters and postcards!

Keep daily journals (can be private or one in which the teacher carries on a
 dialogue with the students on an academic or personal level.) Take
 home to remember experiences.

Write and put on plays

Young Authors' Conference

Write books, illustrate them, bind them, display them, invite the parent to
 see them, have the students read them to their parents.

Pen Pals

Write to authors, movie stars, politicians, states for information, or to
 receive free information or free goodies.

Write menus for camp or special occasions

Write commercials

Make posters for the room

APPENDIX C

DAILY SEI SCHEDULE OF EVENTS

Morning Schedule

	7:00	8:00	9:00	10:00	10:30	11:00	12:00
students	breakfast personal cleanup room tidiness	organize day, write, homework, reflection	basic skills instruction reading/writing springboard activities		springboard activities		
counselors	breakfast	organize day of students supervise students	open assist in springboard activities		assist in springboard activities open	basic skills instruction reading/writing	
teachers	breakfast	attend reading class	teach basic skills reading/writing attend springboard activities		attend springboard activities teach basic skills reading/writing		
instructional leader	breakfast	attend reading class	supervision of basic skill instruction instructional leader sessions		instructional leader sessions supervision of basic skills instruction		

Afternoon Schedule

	12:00	1:00	2:00	3:00	4:00	5:00	6:00
students	lunch	computers basic skills instruction math	basic skills instruction math computers	springboard activities and recreation	springboard activities and recreation	reflection time	dinner
counselors	lunch	supervise computer use open	open supervise computer use	springboard activities and recreation	springboard activities and recreation	supervise reflection time	dinner
teachers	lunch	teach basic skills math open	open teach basic skills math	attend math class	attend math class	open	dinner
instructional leader	lunch	supervise basic skills instruction debriefing and coaching	debriefing and coaching supervise basic skills instruction	attend math class	attend math class	open	dinner

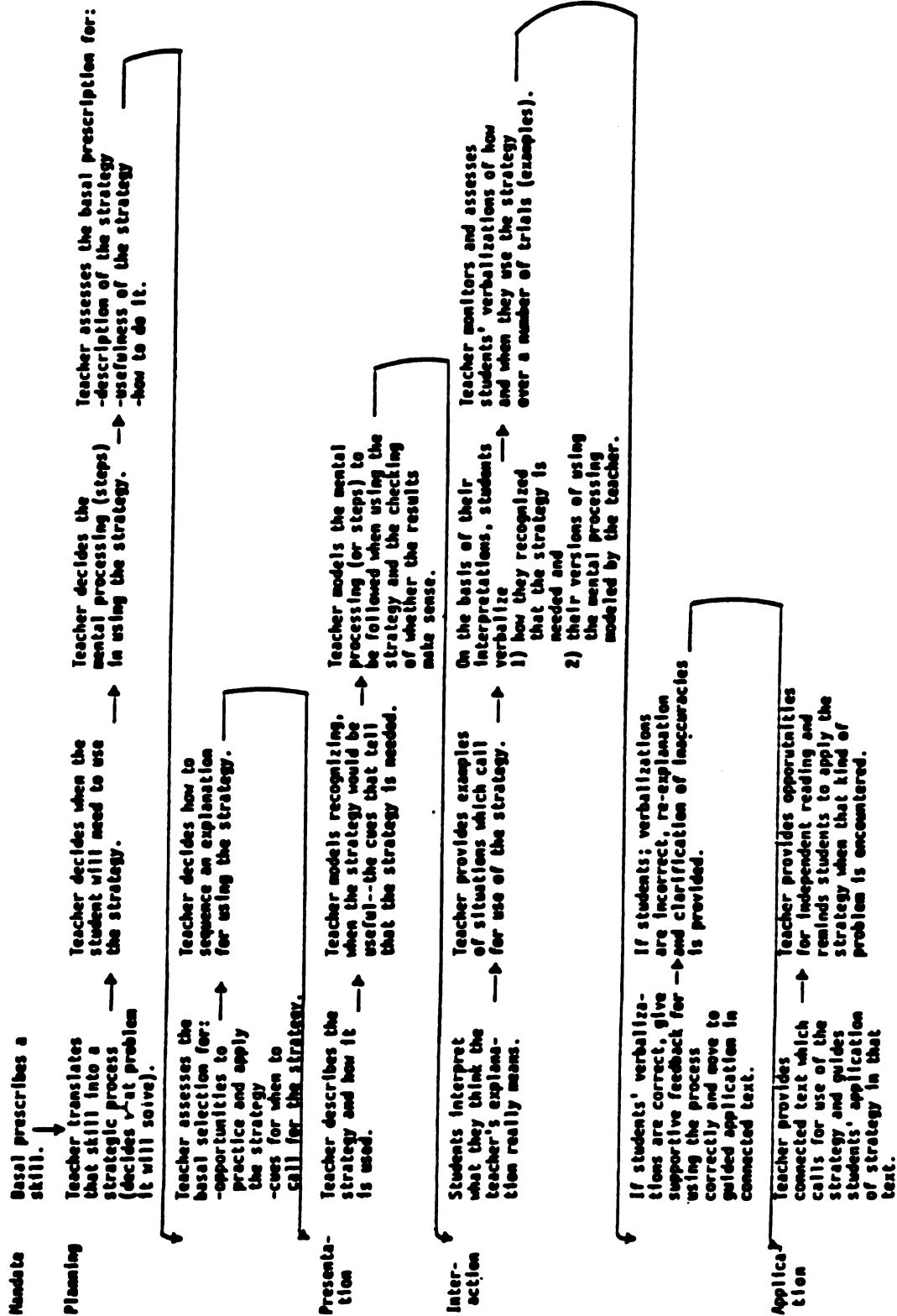
Evening Schedule

	6:00	7:00	8:00	9:00	10:00
students	dinner	evening activities			bedtime
counselors	dinner	supervise evening activities			supervise bedtime
teachers	dinner	open	open	open	open
instructional leader	dinner	open	open	open	open

APPENDIX D

THE MODEL OF INSTRUCTIONAL SEQUENCE

MODEL OF INSTRUCTIONAL SEQUENCE



APPENDIX E

QUESTIONNAIRES AND THE INTERVIEW PROTOCOL

Birthdate code _____

PRE-SEI QUESTIONNAIRE

Why did you decide to participate in the Institute?

What were your personal expectations of the Institute?

What did you anticipate as outcomes of this experience?

BIRTHDATE CODE _____

**New understandings can
relate to instructional
strategies, concepts,
personal attitudes.*

Teacher Questionnaire

1. What are some *new understandings you have gained at this Summer Enrichment Institute about instruction and learning: (If applicable, note which relate to reading and math).

2. How do these *new understandings differ from your previous ways of thinking about instruction and learning?

3. Which of these * new understandings do you expect to incorporate in your classrooms next year?

4. What are some things you feel will facilitate the use of these *new understandings in your teaching.

5. What are some things you feel will inhibit the implementation of these *new understandings in your teaching?

6. What advance planning can you do to help overcome those things which may inhibit the implementation of these *new understandings?

7. What are you current plans for implementing this with different groups of students in your classroom?

8. How comfortable do you feel about incorporating these *new understandings into your instruction?

BIRTHDATE CODE _____

If you were to serve on a planning committee to plan our 1st phase institute for another year, what elements, attributes or characteristics would you:

RETAIN and why?

AMEND/ALTER and why?

REJECT and why?

ADD ON and why?

In what ways did the institute meet your expectations?

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION • DEPARTMENT OF TEACHER EDUCATION

EAST LANSING • MICHIGAN • 48824-1034

February 26, 1986

Dear

During the months of March and April, I will be conducting phone interviews with all teachers and instructional leaders who participated in the Summer Enrichment Institute (SEI). These interviews are being conducted so that the staff can continue to gain a better understanding of teaching, learning, and staff development programs. In addition, the information we can gather before the end of March will be incorporated into Laura Roehler's presentation to the State Board of Education regarding the SEI and its continued progress.

Enclosed you will find a set of interview questions that we will use as a guide during the interview. It is our intention that you will not feel as though there is one set answer to these questions but rather that you feel free to give your own personalized thinking about the question. (Remember what Laura and Gerry have said about not apologizing for modifying things to meet your needs. It is not only expected that you've done that, but also encouraged). By giving these questions to you in advance, we hope that this will help you think critically and reflect about these issues prior to the actual interview. This will not only help expedite the actual interview but offer an opportunity for you to continue learning about yourself as a teacher and learner.

Be assured that these interviews will be confidential and that none of this information will be used for individual or school evaluation. Also anonymity is assured in all reporting.

I'm looking forward to talking with you on _____, _____, at _____. I'll be calling you at _____. If this time is inconvenient for you, please phone me at any one of the following numbers as soon as possible so that we can reschedule at the earliest possible date.

During the week - Monday-Friday

Home (517) 351-4691 between 6:00 - 8:00 a.m. and 5:00 - 10:00 p.m.
Office (517) 355-1741 (during the work day) - Leave message with Tena French about where and when to make contact with you.

On weekends Friday evening (616) 375-4025 Saturday, Sunday. Feel free to call collect to any of these numbers.

February 26, 1986

Page 2

Many thanks to you in advance of the phone interview. Your continued participation in this project is sincerely appreciated and respected. As soon as it's possible, we'll let you know what was reported at the State Board of Education meeting and the hopefully positive response to that report.

Sincerely,

Linda Tiersi
348 Erickson Hall
Michigan State University
East Lansing, MI 48824

1v001/u

Teacher Interview

1. As a result of your participation in the SEI, how has your teaching been different this year?
2. As a result of your participation in the SEI, how has your thinking about teaching been different?
3. Have your views of the teaching role changed? If so, in what ways?
4. Have your views of the student as learner changed? If so, in what ways?
5. In what subject areas have you used the new strategies and understandings gained last summer?
6. Have these strategies and understandings affected your teaching in other areas or carried over to your work with other students and teachers?
7. Of the new strategies and understandings you gained last summer, which were easiest to implement? most difficult to implement?
8. Did your principal and/or instructional leaders attend the SEI? How have you worked with your principal/instructional leader? How has this been different from the past?
9. In what ways have you worked with your SEI building team?
10. Are there any other comments, questions, or concerns you'd like to share at this time?
11. Do you have any suggestions for the continuation or follow-up of the SEI project?

MICHIGAN STATE UNIVERSITY

COLLEGE OF EDUCATION • DEPARTMENT OF TEACHER EDUCATION
August 14, 1986

EAST LANSING • MICHIGAN • 48824-1034

Dear

It has been one year since we attended the Summer Enrichment Institute (SEI) at MSU. Many things have happened to us since we parted company (a tired but energized lot) on August 9, 1985. Whatever we may have chose or been able to do with the insights gained from the SEI, we have come to realize what an unique opportunity it was for all participants. To our knowledge, the design of the SEI has not been replicated anywhere. This uniqueness is one aspect that has been so important about conducting the follow-up studies that you've been a vital part of this part year.

As you recall, the goal of the SEI was for all participants to gain control of their learning--to become "empowered". For the students, empowerment meant that they begin to understand the process of reading and mathematics so that when faced with problems to be solved, they were enabled to make wise decisions about which problem solving strategies to employ. For teachers, empowerment meant that they come to understand the reading and mathematical processes so that they were enabled to make wise decisions about what knowledge and instructional strategies were appropriate for their students. For instructional leaders, empowerment meant that gaining an understanding of the reading and mathematical processes, instructional strategic and instructional leadership concerns would lead to a better understanding of how they could fulfill their role as an instructional leaders. It is important to note that being empowered is not a static state. There are bound to be situations and subject matter in which you feel more empowered than others.

This final questionnaire is designed to get at your sense of empowerment and what factors facilitated or constrained your ability to begin and/or continue to attain that sense of control. Did the SEI enable you to gain control over your understanding and teaching of the reading and math and your role as instructional leader? What factors facilitated or constrained that sense of empowerment or control?

In this questionnaire, you are first presented with a series of questions that afford you the opportunity to rate and discuss the extent to which you feel empowered in various situations. Then you are asked to rate how much certain factors influenced your ability to begin to attain empowerment in Phase I of the SEI and continue to develop that sense during Phase II. If there's not enough room on any particular questions, please feel free to write more on the back. While it is now necessary for you to give use the birthdate code you used last summer so that we can match up responses from previous questionnaires, please continue to be reassured of anonymity.

If you have any questions, please feel free to call me anytime. This final questionnaire is due on August 31. Thanks so much and continue to have a wonderful summer.

Sincerely,

Linda Tiezzi
Linda Tiezzi

Laura Roehler
Laura Roehler

Office 517-355-1741
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Name _____

Birthdate Code Used _____

CIRCLE ALL APPROPRIATE ANSWERS

Do you use a basal reading series? _____ | Yes | No |

Do you use a basal math series? _____ | Yes | No |

Is your reading basal series mandated? _____ | Yes | No |

Is your math basal series mandated? _____ | Yes | No |

.....

To what extent do you alter the lessons, materials and/or teaching strategies found in the teacher's manual as you plan to teach reading (R) and math (M)?

	ALMOST ALWAYS	FREQUENTLY	SOMETIMES	INFREQUENTLY	ALMOST NEVER
R	1	2	3	4	5
M	1	2	3	4	5

In what ways do you alter the teacher's manual in reading and/or math? Why?

Is your use of the teacher's manual in reading and/or math different than before the SEI? If so, how?

.....

To what extent do you feel that you can discuss and/or defend your concept of the teaching of reading (R) and math (M) with your instructional leaders, other teachers or parents?

	ALMOST ALWAYS	FREQUENTLY	SOMETIMES	INFREQUENTLY	ALMOST NEVER
R	1	2	3	4	5
M	1	2	3	4	5

Briefly describe an occasion when this happened.

Is your ability to discuss or defend how you think about reading and/or math different than before the SEI? If so, how?

To what extent do you alter your planned teaching strategies during reading (R) and math (M) instruction?

	ALMOST ALWAYS	FREQUENTLY	SOMETIMES	INFREQUENTLY	ALMOST NEVER
R	1	2	3	4	5
M	1	2	3	4	5

In what ways do you alter your planned teaching strategies in reading and/or math? Why?

Is this different than before attending the SEI? If so, how?

.....
To what extent do you use the knowledge gained from the SEI in other aspects of your professional life? (ex: other content areas, classroom management, evaluation...)

	ALMOST ALWAYS	FREQUENTLY	SOMETIMES	INFREQUENTLY	ALMOST NEVER
	1	2	3	4	5

In what ways do you extend the use of these understandings and teaching strategies?

Is this different than before the SEI? If so, in what way?

Teacher

To what extent do you feel empowered?
in the teaching of reading?
in the teaching of math?

	ALMOST ALWAYS	FREQUENTLY	SOMETIMES	INFREQUENTLY	ALMOST NEVER
R	1	2	3	4	5
M	1	2	3	4	5

Are there any other ways or situations that have not been previously mentioned in which you feel empowered?

Using the scale provided on the right, indicate to what extent you feel that the following factors in Phase I of the SEI (while you were at MSU) facilitated or constrained your ability to attain a sense of empowerment in your teaching role?

FACILITATED CONSTRAINED	PHASE ONE (July 24-August 9, 1985, at Michigan State University)	GREATLY FACILITATED SOMETIMAT FACILITATED NEITHER FACILITATED OR CONSTRAINED SOMETIMAT CONSTRAINED GREATLY CONSTRAINED					
		1	2	3	4	5	
1	a MSU campus setting	1	2	3	4	5	
2	b being away from your local school setting	1	2	3	4	5	
3	c scheduling of the SEI during the summer	1	2	3	4	5	
4	d professional interaction among all participants	1	2	3	4	5	
5	e professional interaction among my own team members	1	2	3	4	5	
6	f presence of my own students	1	2	3	4	5	
7	g type of students (Chapter I)	1	2	3	4	5	
8	h instructors' (Duffy, Lanier, Herrmann) knowledge of subject	1	2	3	4	5	
9	i instructors' teaching strategies	1	2	3	4	5	
10	j instructors' encouragement	1	2	3	4	5	
11	k instructors' coaching of new learnings	1	2	3	4	5	
12	l SEI staff (Hamilton, Jennings, Reckler) encouragement	1	2	3	4	5	
13	m SEI staff coaching of new learnings	1	2	3	4	5	
14	n knowledge gained about the reading process	1	2	3	4	5	
15	o knowledge gained about the mathematics process	1	2	3	4	5	
16	p knowledge gained about instructional strategies for reading	1	2	3	4	5	
17	q knowledge gained about instructional strategies for math	1	2	3	4	5	
18	r opportunity to practice instructional strategies	1	2	3	4	5	
19	s planning time allowed	1	2	3	4	5	
20	t projection of a year long plan	1	2	3	4	5	
u	others: _____	1	2	3	4	5	
v	_____	1	2	3	4	5	
w	_____	1	2	3	4	5	
x	_____	1	2	3	4	5	
y	_____	1	2	3	4	5	

** Rank order (in the first column on the left) 1-5 those that most facilitated. Rank order (in the second column on the left) 1-5 those that most constrained.

Using the scale provided on the right, indicate to what extent you feel that the following factors in Phase II of the SEI (this past school year) facilitated or constrained your continued sense of empowerment?

FACILITATED CONSTRAINED		PHASE II (1985-1986 school year in your local school district)		GREATLY FACILITATED SOMEWHAT FACILITATED NEITHER FACILITATED OR CONSTRAINED SOMEWHAT CONSTRAINED GREATLY CONSTRAINED				
21	a	SEI instructional leader's encouragement	a	1	2	3	4	5
22	b	SEI instructional leader's coaching of new learnings	b	1	2	3	4	5
23	c	SEI partner teacher's encouragement	c	1	2	3	4	5
24	d	SEI partner teacher's coaching of new learnings	d	1	2	3	4	5
25	e	SEI team meetings in local districts	e	1	2	3	4	5
26	f	SEI follow-up meetings for ALL SEI districts	f	1	2	3	4	5
27	g	your knowledge of the reading process	g	1	2	3	4	5
28	h	your knowledge of the mathematical process	h	1	2	3	4	5
29	i	your knowledge of the instructional strategies	i	1	2	3	4	5
30	j	SEI students already "in-the-know" about the new strategies	j	1	2	3	4	5
31	k	SEI students' attitude toward school	k	1	2	3	4	5
32	l	basal texts	l	1	2	3	4	5
33	m	available materials	m	1	2	3	4	5
34	n	time to plan instruction	n	1	2	3	4	5
35	o	time to use the instructional sequence model	o	1	2	3	4	5
	p	others: _____	p	1	2	3	4	5
	q	_____	q	1	2	3	4	5
	r	_____	r	1	2	3	4	5
	s	_____	s	1	2	3	4	5
	t	_____	t	1	2	3	4	5

*Rank order (in the first column on the left) 1-5 those that most facilitated your sense of empowerment. Rank order (in the second column on the right) 1-5 those that most constrained your sense of empowerment.

.....

Do you have any plans to extend what you've learned from Phase I or Phase II during this next year? If so, in what ways?

As you consider this staff development experience, how would you assess its value in comparison to others?

Please explain why you gave it the rating you did.

GREATLY EMPOWERING		EMPOWERING		MODERATELY EMPOWERING		SOMEWHAT EMPOWERING		NOT EMPOWERING	
1	2	3	4	5	6	7	8	9	10

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