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CHANGES IN TEACHERS' THINKING AT THE CONCLUSION OF AN INSERVICE PROGRAM IN READING

The Ohio State University

PH.D. 1984

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CHANGES IN TEACHERS' THINKING AT THE
CONCLUSION OF AN INSERVICE PROGRAM IN READING

DISSERTATION

Presented in Partial Fulfillment of the Requirements
for the Degree Doctor of Philosophy in the
Graduate School of The Ohio State University

By
Nancy Ann Eberhart

The Ohio State University
1984

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Changes in the perceptions and reported practices of twelve teachers were described as they attempted to integrate developmental reading ideas and techniques into their thinking. The teachers completed a personal survey in the beginning and at the end of a three month inservice course. Other sources of information during the experience included: statements of philosophy, classroom journals, precis (concise summaries) completed on self-selected readings, applications of various strategies/practices presented during the sessions, and investigator notes and observations about all of the above. The data were analyzed for patterns of change in perceptions and reported practices during the fourteen weeks of the study. The specific categories of change that emerged for the teachers concerned their perceptions about the nature of reading and how it is taught; their interpretations and ways of construing significance of content in professional journals; their perceptions
of themselves as learners and practitioners; and their perceptions about their roles in instructional settings.

The direction of change for the group of teachers follows the developmental stages described in the literature. They began the inservice program with a general awareness about developmental reading and an interest in learning about related techniques. Initially, the teachers had more of a self focus to their concerns which became more of a task focus, and ultimately an impact focus. The teachers became increasingly concerned with trying to help their students find the "keys" to understanding.

Because this was not an experimental study, causes for the changes found and described cannot be positively identified. However, since change did occur for the group of twelve teachers and since change seemed to progress from lower to higher stages of development, it is legitimate to speculate about reasons for the change. Particular features of the inservice program shared by the teachers are examined. The findings of the study suggest several implications for further research, among them are first, an examination of the match between reported practice and observed classroom practice and, second, a determination of which features in the inservice program would have the most long-term effect for teachers in their classrooms.
ACKNOWLEDGMENTS

It would not have been possible for this work to be completed without the assistance and encouragement of several groups of people.

At The Ohio State University, I am most grateful to Dr. Charlotte S. Huck, my advisor, for her guidance and support in the preparation of this dissertation. The members of the Reading Committee are acknowledged for their interest and willingness to participate in the review process: Dr. Luvern L. Cunningham and Dr. Martha L. King. I was most fortunate to have had the opportunity to interact with three such outstanding leaders in their respective fields.

I extend my deepest appreciation to Dr. G. Robert Bowers, Assistant Superintendent of Public Instruction, Ohio Department of Education. His high expectations and confidence in me caused me to believe that I could accomplish the task.

Finally, I express my love and gratitude to my family. My father, Dr. Guy F. Eberhart, Sr., has laid before me a lifetime of educational leadership. His beliefs have made an indelible impression on my evolving philosophy of education, and his insight made this study a reality.

Thank you to all those who have cared throughout the years.

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CHAPTER I
THE NATURE OF THE PROBLEM

Background of the Study

Over twenty-five years ago, Spears (1957) recognized inservice education as one of the fastest growing movements in American education. However, the difference between then and now may be in the purpose for an inservice education program. Historically, inservice education has been characterized by prescription and remediation (Holly, 1983). The persistent direction was the search for ways and means of improving the quality of classroom instruction. The means for addressing existing deficiencies was through instructional supervision. According to Ainsworth (1974) there has been a gradual shift in the purpose of inservice education from the prescription and remediation of teacher deficiencies to the facilitation of teacher growth. Concurrently, there has been a conceptual shift in research from study within the classroom to study of the classroom (Hinely and Ponder, 1979). Teacher educators have begun to look at the growth and development of teachers as a legitimate area for study and to provide a new rationale for inservice education programs. The ascendance of this type of descriptive research is in
part due to the pioneering efforts of Jackson (1968) and Lortie (1975) whose work provides the basis for many current studies.

The initial growth and development studies focused on the concerns of prospective teachers as they adjusted through student teaching (Fuller, 1969). Next, studies addressed the first few months of teaching experience (Applegate et al., 1977). The latest studies have described the concerns of experienced teachers as they responded to changes mandated by their school systems (Hall et al., 1975) or sought ways to change their teaching by participating in Teacher Center programs (Bussis et al., 1976). A growing body of literature describing teachers' concerns as they grow and develop as professionals has been produced by these studies and others similar in conceptual orientation. As a result of these studies, increased attention is being given to adults as learners. Beginning teachers are no longer seen as equivalent to experienced teachers, and the needs of the seasoned teacher are no longer combined with those of the beginner. Several researchers (Fuller, 1969; Hall, 1975, 1977; Yarger and Mertens, 1980) have described various career stages teachers pass through as they gain experience in the teaching profession. Other researchers (Witherell and Erickson, 1978) have linked various concerns of teachers to suggested stages of adult development.
The primary purpose of growth and development research in inservice education is to enable teacher educators to design programs that teachers will see as relevant and adaptable to their own classrooms and will, therefore, be used to improve the learning climate for their own students. These inservice education programs follow a developmental, not a deficit model. Teachers are recognized as skilled professionals who bring unique abilities and positive attitudes to inservice education. Teachers are not seen as needing inservice education because they lack the necessary skills to do an effective job. The developmental assumption is that teachers need not be weak to become stronger. The developmental model may not be widely enough understood even though its basis is simple: people try to perform up (or down) to expectations (Edelfelt and Johnson, 1975; Hutson, 1979; McLaughlin, Wallin and Marsh, 1978; Douglas, 1977; Rubin, 1978; Zigarmi, Betz, and Jensen, 1977).

Inservice education programs will change the classroom practices of teachers along the lines presented in the inservice program if the training procedures include certain identifiable elements (Mass, 1981; Joyce and Showers, 1980; Harris and Bessent, 1969; Otto and Erickson, 1973). However, for long lasting changes to occur, something more than presentation of new ideas is needed. Joyce and Showers state:
... The problem of transfer is really a definition of a new stage of learning, which becomes a problem only if it is not recognized. Essentially, once a teaching skill has been obtained, it needs to be transformed when it is transferred into the active repertoire. ... Successful transfer requires a period of practice of the skill in context until it is tuned to the same level of fluidity as elements of the previously existing repertoire (p. 5, 1982).

Although growth and development studies are emerging in the literature, they have not dealt to any great extent with the question of teacher perception of change during an on-going experience. Also, they have not considered how teachers' perceptions and/or practices in a particular subject area have changed, and recent studies have not qualitatively studied how teachers' ideas vary with respect to any particular style of inservice education program. Research has focused on surveying the amount of inservice available in various states and the means of inservice delivery used most frequently (Harris, 1980; Howey and Joyce, 1978; Lawrence, 1974; Rubin, 1976). However, Goodlad (1983), has recently suggested the necessity of a nationwide movement for inservice education programs that will stretch teachers beyond their present stages of growth and development. He states that we have become complacent with simply doing better that which we are already doing. As with some of our students, Goodlad suggests, we simply haven't challenged the latent growth potential of the instructional force because of past orientations to the nature of inservice education.
Statement of the Problem

If teacher inservice education is to receive the increasing attention of teacher educators as a long-term, interactive process of growth and learning, and if it is recognized that the transformation of new ideas is not accomplished by outside agents, then teacher educators will need to design programs that will facilitate the transfer of skills into the active repertoire during an inservice experience. Programs with a theoretical base, demonstrations by experts, and teachers sharing the kinds of changes they made as they transferred the new ideas in their own classrooms might be the most relevant for teacher educators to implement.

The purpose of the present study was to identify and describe the variances in perceptions and reported practices of experienced teachers as they attempted to integrate developmental reading ideas and techniques into their thinking. Twelve elementary and secondary teachers shared a common inservice experience as students in a graduate level course offered one semester for four hours of credit during 1983-84. The group met fourteen times, with each session being three hours in length. The teachers completed a personal survey before and after the three month program to ascertain whether they had changed any perceptions or reported practices about developmental reading during the semester time span. Other
sources of information collected during the inservice experience for each student included: statements of philosophy, classroom journals, precis (concise summaries) completed on self-selected readings, and applications of various strategies/practices presented during the sessions. Using qualitative techniques of data collection, the investigator attempted to ascertain the philosophy and thinking patterns behind each teacher's reported classroom practices of teaching reading, and to identify changes in these practices as they occurred. The specific problem of the study was to describe changes in perceptions and reported practices to determine whether change really occurred, whether changes could be linked to stages of development, and finally, whether components or underlying principles of the inservice program could be identified that may have contributed to the changes in teachers' perceptions and reported practices. Therefore, the following questions guided the research.

1) Did change really occur?

2) Can changes found be linked to the stages of development reported in the literature?

3) What components or principles underlying the inservice program seemed to contribute to the changes in teachers' perceptions and reported practices?
Limitations of the Study

Limitations in the research were recognized to be the following.

(1) The questions posed by this study did not lend themselves to an experimental research design.

The investigator was interested in describing any variations in teachers' ideas as beginning indicators of change during an ongoing experience. Therefore, responses which could be coded and tabulated were not sought in the research design. Instead, open-ended personal survey questions, interpretations, and applications of information provided the basis for discussions of changes in perceptions, philosophies, and reported practices that might have occurred. The investigator made deliberate attempts to access the thinking of each teacher through daily classroom journals and dialog journals relating course concerns. However, the synthesized interpretation of each teacher's response to the inservice experience was, finally, that of the investigator.

(2) The investigator conducted the inservice course.

In an attempt to allay investigator bias, or, at least, expose it, the reader should know that the extensive experience with adult education of Knowles (1978) was applied when formulating the inservice education program explored in this study. Of the five basic principles of adult learning theory identified by Knowles,
the following is appropriate with regard to the role of the investigator in this study:

Adults have a deep need to be self-directing; therefore, the role of the teacher is to engage in a process of mutual inquiry with them, rather than transmit his or her knowledge to them and then evaluate their conformity to it (p. 31, 1978).

The role of the investigator in this study was one of participating in mutual inquiry with the teachers as developmental reading strategies and practices were explored. It is also important to note that no grades were given throughout the program.

(3) The data base in this study does not include observation of the teachers.

The literature generally reflects a strong emphasis on using actual teacher behavior as a data base for most investigations. Although this approach may be appropriate for determining which teacher behaviors are related to student achievement, this data will not support inquiry regarding teachers' preferences for instructional approaches for several reasons. First, the level of specificity of data collected by many researchers has little psychological meaning for teachers. Second, some researchers inappropriately assume that teachers have unrestricted freedom to select the instructional approaches they will use in their classrooms (Thompson, 1980).
Because there have been relatively few investigations of the thinking patterns of teachers (Joyce, 1978), it seemed that this would be an appropriate emphasis in this study. The philosophies teachers have may influence teachers more than teacher educators generally recognize (Thompson, 1980).

(4) The inservice course was conducted over a period of fourteen weeks.

The investigator wanted to describe how the teachers integrated developmental reading ideas into their thinking and techniques within the fixed parameters of the inservice course. The problem of the study did not include concern with the permanence of change beyond the conclusion of the inservice course.

Plan of the Study

A Review of the Related Literature will be discussed in Chapter II, while the Procedures used in this study will be described in Chapter III. The data on the teachers' perceptions of their teaching will be presented in Chapter IV, and a Summary and Discussion of the Changes Found, their Implications for Inservice Education, and Suggestions for Further Research will be contained in Chapter V.
CHAPTER II

REVIEW OF RELATED RESEARCH

Current research literature in inservice education includes emphases on teachers and teaching, organizational development, and effective schools. However, since the primary purpose of staff development is to help teachers grow personally and professionally (Hawthorne, 1983; Yarger, Howey, and Joyce, 1980), the purpose of this study was to explore the responses of experienced teachers to an inservice education program. Therefore, it was necessary to review several aspects of teacher growth and development. Three areas emerged as vital to the support of the research reported in this paper:

1. Research on teachers' perceptions and practices.
2. Research on teachers as learners.

The literature in each of these areas will be briefly reviewed as a background for discussion, evaluation, and interpretation of the responses the teachers in this study demonstrated during the three months they were studied.
Teachers' Perceptions and Practices

In recent years there has been a change in the research about teachers and teaching. Trait analysis and reputational studies focusing on teachers' personalities and how they were rated by principals and supervisors have been supplemented by new analyses which include how teachers perceive and plan when teaching (Hawthorne, 1983).

In a comprehensive and systematically conducted review of research on inservice education, Lawrence and Edelfelt (1980) completed an analysis dividing the research into two areas: quantitative studies and qualitative descriptions. According to Lawrence (1980), the majority of research has been of the first type. However, more recently, he noted, attention is being given to individual, or personal and professional development research directed toward difficult and complex questions. Commenting upon needed research and directions for the future, Lawrence suggested the continued work on the elements of practice and their redefinition. The more complex questions will have to be explored through qualitative types of research. Conventional inquiry has taken a reductionist stance with regard to phenomena which are complex, interactive, dynamic, and evolving (Guba, 1978). This qualitative study was conducted to identify dimensions and elements of
teachers' perceptions and reported practices during an inservice course.

One type of research of particular interest for inservice education planners involves "teachers' and students' reports of their thinking, reasoning, and understanding of a given situation" (Clark, 1979, p. 31). Gove (1981), for example, conducted extensive interviews with 20 elementary school teachers to determine how they thought students learned to read, and how they, as teachers, approached the teaching of reading. The major conclusions were that teachers do hold definite perceptions about how students learned to read, and that these perceptions vary across a continuum of theoretical views about how to teach reading. Second, teachers' perceptions about how students learn to read influence what techniques and strategies teachers use in reading instruction. In other words, teachers do have understandings about the learning to read process and often behave in ways which reflect these understandings.

It has been argued that it is important to understand teachers' decision-making processes, because sensible and effective teacher behavior in one setting may be inappropriate in another, and it is the individual teacher who makes decisions about appropriateness as teaching situations are defined (Clark, 1978). Continued
research is needed to identify and work on elements of practice which can be dealt with independently of a context or social setting (Lawrence, 1980).

Believing that little was known about how teachers evaluate the various instructional methods at their disposal, Thompson (1980) studied this topic focusing on teachers' perceptions of global teaching methods rather than on preferences for highly specific behaviors. Since the study sought to promote understanding of how teachers perceive instruction, emphasis was placed on exploring how teachers want to teach rather than on how they feel they ought to teach. Specifically, the study addressed teachers' preferences for certain models of teaching, how teachers categorized models of teaching, and what factors were associated with their preferences. Results suggested that role ideals and philosophical understandings may influence teachers more than teacher educators generally realize. Philosophical understandings should be associated with teaching preferences, because these variables at least partly involve value judgments regarding the ends and methods of education. Thompson, for further support, refers to the work of Joyce and Weil (1972) who suggest that educational procedures are generated from views about human nature and about the kind of environment that enhances human beings.
Clark and Yinger (1979) provide a review of the research done on teachers' thinking. Areas addressed include how teachers plan, use information, make judgments, and make decisions about teaching. One of the studies, done by Bussis, Chittenden, and Amarel (1976), involved an analysis of extensive interviews with 60 elementary teachers who were trying to diversify their curriculum. The interviews addressed teacher perceptions about children, curriculum, and the work environment. In short, the research examined the understandings and assumptions teachers brought to instruction. They assumed that teachers' decision-making depended on their understandings of children, curriculum, and the degree of institutional support. In analyzing the data, coding systems were devised which subsequently became categories of teachers' perceptions about various issues. The categories were placed on a continuum to show how the teachers progressed from a passive to a more active role in decision-making in terms of self investment, critical judgment, inference, and conceptual reorganization. The study attempted to link teacher perceptions with practices. It rested on the assumption that it is the underlying constructs that eventually define the nature of the educational experience. It did not look at change in perception or practice over time. This present study did explore that idea.
Witherell and Erickson (1978) studied the relationships between teachers' conceptions of teaching and human development and their patterns of teaching behavior. They maintain that advancement in ego development can stand on its own as educationally desirable for teachers. Three hypotheses emerged from their five case studies:

1. Teachers' actions are linked to (and linked by) the theories and values they hold;
2. Patterns of teaching behavior and educational perceptions are associated with differences in developmental stage;
3. Teachers who have reached a higher developmental stage demonstrate greater complexity and commitment to individuals in some areas.

In their research, teacher effectiveness was defined in terms of a more complex framework for understanding classroom realities. They saw inservice education as helping teachers to develop both a theoretical and a reflective approach to teaching.

**Teachers as Learners**

According to Holly (1983), inservice education in the past has been characterized by prescription and remediation with the purpose being to remove teachers' deficiencies. The majority of research on inservice education, similarly, has been oriented toward specific
programs, techniques, and methods, with the results usually suggesting that programs and activities lacked certain qualities or characteristics (Holly, 1980). Conclusions were frequently based upon teacher and administrator complaints about current practices. While this information is sometimes valuable, the approach is essentially negative as studies repeatedly focus on what is wrong with inservice education. The whole approach has been remedial with problems defined, weaknesses identified, and prescriptions offered.

There has been a noted shift in the purposes of inservice education from remediation to growth (Holly, 1983; Ainsworth, 1975). While an emphasis on schooling teachers in the methods of transmitting facts, concepts, and attitudes continues, there is a greater awareness of placing these concerns within the broader context of human development. Holly (1983) suggests that development in this sense implies long-term, interactive processes of growth and learning.

Holly (1983) sets forth two major alternative theories of inservice education. As has been stated, the remedial-environmental orientation has been preponderant historically. Emphasis is placed upon the environment and setting up events which will shape teachers into more competent people. This approach can also be applied to
developmental stages by shaping the environment to accommodate the teacher's stage of development.

The holistic orientation described by Holly focuses on the personal dimensions of growth. Rather than change shaped by the environment, the holistic theory sees each teacher as the agent of change. The concepts of perception, self-concept, and motivation are instrumental to understanding the holistic approach to inservice education. Specifically, Holly calls on the work of Combs, Avila, and Purkey (1971) to suggest that a person acts on what he or she perceives at a given moment. This means, by implication, teachers must have an opportunity to personalize new knowledge or skill if change is to result.

This increasing attention to teachers as learners has produced research which suggests that teachers pass through various stages, which require different growth activities.

Yarger and Mertens (1980) have described career stages and indicated inservice education activities which are appropriate to each. The beginning teacher moves from the supportive environment of preservice education into the complexity of the school setting. Some of the key concerns of these teachers are discipline, teaching skills, and content knowledge. The teacher with three to eight years experience is usually characterized as stable, tenured, and
able to function in a classroom with confidence. Frequent concerns at this stage are mastering content and developing new professional roles. Finally, Yarger and Mertens state that highly experienced teachers need to be involved in well-designed assessment activities. With different interests than less experienced teachers, it is important to find productive ways to draw upon the expertise of highly experienced teachers.

Fuller (1969) suggested three stages which teachers pass through in their career. First is the survival stage, where the teacher's main concern is with personal adequacy. In the second stage of mastery, the teacher concentrates upon content, methods, and skills. The final stage of impact is when the teacher becomes concerned with influence upon the student.

Fuller states that concerns initially are more with security as opposed to those during the later stage which are task-related and self-actualizing in nature. The concerns of the later stage can appear only after the more potent security needs have been satisfied. One researcher has pointed out a similarity between Fuller's stages and the sequence of Maslow's theory of motivation (Warner, 1975).

Gene Hall (1975) built on Fuller's work and attempted to construct a developmental theory about teacher growth. He
constructed a Stages of Concern About Innovations instrument to measure the stages of teachers' concern as reflected by their adoption of innovations in their classroom. In a three year study, he found that concerns could be categorized, and changed in a logical progression as teachers became increasingly skilled in using the innovation. Hall's Stages of Concern About Innovations are:

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<th>Awareness</th>
<th>Informational</th>
<th>Personal</th>
<th>Management</th>
<th>Consequence</th>
<th>Collaboration</th>
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<td>0</td>
<td>Little concern about or involvement with innovation.</td>
<td>A general awareness of innovation and interest in learning in more detail. Person not worried about self in relation to innovation. Interest in substantive aspects of innovation in a selfless manner such as general characteristics, effects, requirements for use.</td>
<td>Individual is uncertain about demands of the innovation, adequacy to meet those demands, role with innovation.</td>
<td>Attention is focused on the processes and tasks of using the innovation and the best use of information and resources. Issues related to efficiency, organizing, managing, scheduling, time demands are utmost.</td>
<td>Attention focused on impact of innovation on own students. Focus on relevance of innovation for students, evaluation of student outcomes, changes needed to effect student outcomes.</td>
<td>Focus on coordination and cooperation with others regarding use of innovation.</td>
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Refocusing: Focus on exploring more universal benefits from the innovation, including possibility of major change or replacement with a more powerful alternative. Individual has definite ideas about alternatives to the proposed or existing form of the innovation.

Concerns about innovations are developmental according to Hall in that earlier concerns must be resolved before later concerns can emerge. He states that the process of resolution is highly personal and requires time. It is not accomplished by merely having more knowledge or more experience with the innovation.

Another dimension of innovation has been hypothesized by Hall which attempts to assess what the individual actually does in using the innovation. It is called the **Levels of Use of the Innovation** and is concerned with the knowledge, skill, and behavioral aspects of an individual's involvement with change. Eight discrete levels of use have been identified by Hall. They range from lack of knowing that the innovation exists to a highly effective use of it and an active searching for superceding innovation. Hall hypothesizes that growth in quality of use of the innovation is developmental.

The levels of use are:

- **Level 0** Non-use: User has little or no knowledge of the innovation, no involvement with the innovation, does nothing toward becoming involved.
Level I
Orientation: User has acquired or is acquiring information about the innovation and is exploring its value orientation and its demands on user and user system.

Level II
Preparation: User is preparing for first use of innovation.

Level III
Mechanical Use: User focuses most effort on short-term, day-to-day use of innovation with little time for reflection. Changes in use made more to meet user needs than client needs. User engaged in step-wise attempt to master the tasks required to use the innovation, often resulting in disjointed and superficial use.

Level IV-A
Routine: Use of innovation is stabilized. Few, if any, changes are being made in ongoing use. Little preparation or thought is being given to improving innovation use or its' consequences.

Level IV-B
Refinement: User varies use of innovation to increase impact on clients within immediate sphere of influence. Variations based on short- and long-term consequences for clients.

Level V
Integration: User is combining own efforts to use innovation with related activities of colleagues to achieve a collected impact on clients within their common sphere of influence.

Level VI
Renewal: User re-evaluates the quality of use of innovation, seeks major modifications of alternatives to present innovation to achieve increased impact on clients, examines new developments in the field, explores new goals for self and the system.

Hall's stages of concern and levels of use hypotheses are useful for describing teachers who are attempting to implement perceptions and practices gathered from their own search for ways to change. The study explored this important area.
Malcolm Knowles is a leading theorist of andragogy (Holly, 1983)--the art and science of teaching adults. He has listed five basic principles of adult learning theory (Knowles, 1978):

1. Adults are motivated to learn as they experience needs and interests that learning will satisfy; therefore, these are the appropriate starting points for organizing adult learning activities.

2. Adults' orientation to learning is life-centered; therefore, the appropriate units for organizing adult learning are life situations, not subjects.

3. Experience is the richest resource for adults' learning; therefore, the core methodology of adult education is the analysis of experience.

4. Adults have a deep need to be self-directing; therefore, the role of the teacher is to engage in a process of mutual inquiry with them, rather than to transmit his or her knowledge to them and then evaluate their conformity to it.

5. Individual differences among people increase with age; therefore, adult education must make optimal provision for differences in style, time, place, and pace of learning. (p. 31)

Knowles (1978) further states that in addition to needing the opportunity to apply new learning quickly, adults also have teachable moments when they are most receptive to learning. Readiness to learn for adults occurs when learning opportunities are most applicable to their personal and professional lives.
Inservice Education Experiences Enabling Growth

There are parallels between the research on teachers as learners and the research conducted on effective inservice education (Holly, 1983). Several researchers have identified the benefit of time for teacher interaction (Ainsworth, 1974; Holly, 1977; Yarger, Howey and Joyce, 1980). Knoblock and Goldstein (1971) reported that as teachers communicated openly with their peers, improvement in communication with their students also occurred. From the perspective of human development, time for reflection, application, and experimenting with ideas is essential to teacher learning (Holly, 1983).

Turner (1970) has pointed out that the climate for growth should be one in which there is a relaxed atmosphere and teachers feel free to experiment and share ideas. Activities need to challenge the creative capacities of teachers, and encourage them to explore their inner resources.

Bussis, Chittenden and Amarel (1976) have contributed to the development of an approach to teacher growth that involves a set of ideas about professional learning and the conditions necessary to support it. They see a supportive environment as crucial to professional growth characterized by continual learning and change. Teachers, as learners, are seen as responsible for their own growth.
During experiences with curriculum, teachers are actively involved in constructing and generating their own materials. Growth is expected to take time, and can be characterized as alternating between periods of high activity and periods when little change is evident. Development is seen as a self-regulating process which cannot be managed by others.

Sprinthall and Sprinthall (1980) have described the balance between the individual and the collective experience in inservice education by identifying promising practices:

1. **Role taking experiences.** Growth toward more complex levels of cognitive-development functioning appears to be most influenced by placing persons in significant role-taking experiences. A substantial difference is to be noted between role-playing (simulation, games, fantasy trips, etc.) and actual role taking. In the latter case, the person is expected to perform a new and somewhat more complex interpersonal task than his or her own current preferred mode. The experience is direct and active, as opposed to vicarious and indirect. ... For preservice and inservice teachers, role taking may involve teaching counseling skills and/or supervision skills, or employing new teaching 'models.' ...

2. **Qualitative role taking.** A second consideration concerns the qualitative aspects of such experience based role taking. Obviously ... major differences are inherent in what anyone can learn from experience.... What we need to chart is the learning potential implicit in particular kinds of experience-role taking that are neither beyond the reach nor below the grasp of an individual learner. Role taking could be a significant educative or miseducative activity depending upon the calibration or the experiential 'match.'

Developmental stage differences imply major differences in the initial ability to role take....
3. Guided reflection. In addition to 'real' experience, we see a genuine need for careful and continuous guided reflection. Again, in a Deweyan sense, unexamined experience misses the point. It appears that an inordinate commitment to this concept is required to make it work. Apparently, the general educational enterprise rarely teaches anyone how to reflect upon real experience. ... Teaching how to ask questions, examine experience from a variety of views, etc. seems at least coequal as a growth stimulus to providing real experience. Naturally, there are always some in each group who, for whatever reason, are reflective. Yet, for the majority, structured learning seems requisite to promote rigorous examination.


5. Personal support and challenge. Since staff development represents, by definition, functioning at a new and more complex level, instruction needs to provide for both personal support and challenge. The general role of a leader must include, at a minimum, the ability to model a variety of teaching modes. (pp. 44-46)

Joyce and Showers (1980) have classified the levels of impact of inservice experiences on teachers into four categories. First, there is the awareness level where the importance of a particular area is realized and a focus on it is initiated. Second, concepts and organized knowledge are acquired which provide intellectual control over relevant content. Third, principles and skills are learned and become tools for action. At this level there is an awareness of an area, thought processes are organized, and the skills for action are in place. Finally, through application and problem solving, the concepts, principles, and skills are transferred
to the classroom. Strategies that have been learned are integrated and combined with others in the teacher's repertoire.

Leslie Mass (1981) explored the kinds of changes teachers made in beliefs and practices about integrating language arts, literature, and reading over time. Nineteen elementary teachers who shared a common inservice experience were followed for two years. Responses to three open-ended interviews, an interview comparing videotapes of their own classrooms before and after the inservice program, comments from journals kept during the inservice program, and investigator notes and observations were compiled and analyzed.

The direction of change for the teachers in the Mass study agreed with that reported in growth and development studies of teacher change. In addition, the nature of change was one of trying out new ideas and activities, adding these ideas and activities to already existing curricula, reflecting on and refining these ideas over time, and eventually replacing old curricula with new ideas and activities similar to the ones originally tried and added on.

The unique features of the inservice program shared by the teachers in the Mass study were identified and examined. Because eighteen of the nineteen teachers who participated in the program changed in perception and practice of integrating language arts,
reading, and literature, Mass speculated that the components or principle features of the inservice program in which they participated might be construed as being influential in promoting this change. Program features included:

1. **Modeling, or the Principle of Congruity**

   Material was presented in a way which was congruent with the way the teacher educators wanted the teachers to teach children.

2. **Experiencing, or the Principle of Doing**

   Teachers were given the opportunity to try out ideas and activities in a supportive environment before they were asked to experiment with these ideas and activities in their own classrooms.

3. **The Principle of Relevancy**

   Emphasis during lecture-discussion was placed on the research and theory behind activities. This enabled teachers to see the relevance of theory and research behind classroom practice and base their future practices on relevant theory. The aim was for teachers to be able to transfer more than an array of new activities to their classrooms.

4. **The Principle of Knowing the Learner**

   The program continued over two quarters and all participants, teachers and learners alike, were able to get to know each other and learn to use each other as resources.

5. **The Principle of Time**

   The inservice program was set up to facilitate teachers' learning over an extended period of time (six months). Teachers were also provided time within the program to engage in and evaluate the kind of activities their instructors hoped they would implement in their classrooms.
6. **The Principle of Faculty Expertise**

Teachers in the study carried expert ideas back to their classrooms and, a year later, were still using and expanding these ideas in their own programs.

The findings of the Mass study raised two questions which this research explored: (1) the nature of change for experienced teachers, and (2) the contributions of unique features of the inservice program.

Investigations have addressed the various components of the inservice experience. Alone or in combination, these components contribute to the level of impact of the experience. Harris and Bessent (1969) have analyzed the experience impact of various activities. An ordering of several prevalent inservice formats from low to high experience impact was completed. Within the analysis there were several variables which appeared to control the experience impact of activities. First, activities had more relevance for participants' needs when they had some control over the content. Second, if the activity utilized multisensory presentations, involvement was enhanced. Finally, if two-way communication was prevalent, the chances for feedback and interaction increased the degree of experience impact.

The concept of experience impact has suggested that some activities are better for certain reading/language arts purposes than
others is supported by Otto and Erickson (1973). In the case of a program designed to introduce new reading materials to teachers, illustrated lectures or demonstrations were identified as the most appropriate activities. However, an inservice session aimed at promoting an understanding of the different views of teaching used buzz sessions where the maximum emphasis was on interaction and full opportunities to express ideas.

Joyce and Showers (1980) completed an analysis of more than 200 studies and produced the following description of the components of the inservice experience. First, the theory or description of the skill or strategy is presented. Second, the skill or teaching strategy is modeled or demonstrated. Third, provision is made for practice in simulated and classroom settings. Fourth, information about performance is provided through structured and open-ended feedback. Finally, in-classroom assistance is directed toward coaching or supporting application.

**Summary**

Although the purpose of inservice education is to help teachers to develop and grow in their profession, the question of how teachers change their perceptions and reported practices as a precursor to change has not been asked nor reported in the literature of inservice education. That which teachers understand and perceive to be, they
tend to act on. There is, perhaps, a greater link between what
teachers think and what they do than teacher educators have generally
realized. Teachers must be given opportunities to act quickly on
new knowledge as they bring their interpretations to it.

Environmental conditions do not typically ensure classroom
practice. For example, teachers' salaries, school facilities,
pupil-teacher ratios, administrative support, length of the school
calendar, and all the other provisions of a school program mean
little in themselves. They must reflect established principles of
education which are known by teacher, parent, and administrator.
Principles must provide not only a foundation for a program, but a
standard against which each new proposal can be measured. When
followed, such principles will assure maximum returns from advantages
such as a good salary scale, good school buildings, reasonably sized
classes, sufficient administrative support, and an adequate school
year. At the utmost, these principles will evidence a continued
search for better ways of teaching. An organized program of in-
service development for teachers is essential to support their role
as agents of change. A program addressing teacher growth is just
as logical as the program supporting student growth.

Increasingly, inservice education is being viewed as a growth
and development concern rather than as the means for diagnosing,
prescribing, and remediating deficiencies. Since this study explored changes in experienced teachers, several aspects of teacher growth and development were reviewed:

1. Research on teachers' perceptions and practices.
2. Research on teachers as learners.

The overview of the literature in these areas was provided as a background for discussion of the changes in perceptions and reported practices experienced by the teachers in this study.
CHAPTER III
PROCEDURES OF THE STUDY

Introduction

The study is an exploration of the changes in perceptions and reported practices in integrating developmental reading ideas and techniques among a group of experienced teachers who shared an inservice experience. This was a graduate level course offered during one semester for four hours of credit during the Fall of 1983. The group met fourteen times, with each session being three hours in length. Twelve graduate students enrolled in the advanced developmental reading course. All were experienced teachers, and with three exceptions, were employed as full-time elementary and secondary teachers in the Columbus area.

During the first meeting of the class, the goals and objectives of the course were explained (see Syllabus, Appendix A). The investigator explained to the students that they would read and write each week about strategies and practices designed to improve reading. Also, when appropriate, they would prepare activities that would reflect how they would apply techniques, that the investigator had demonstrated, in an instructional setting. The investigator presented a brief outline of the major project that each student would
complete by the twelfth session (see Major Project, Appendix B).
The students were informed, by the investigator, that folders of
their weekly work would be kept for their review. These materials
would also serve as the source of evaluation since the focus would
be on describing what was happening to their perceptions and
reported practices as the course progressed. The students were
couraged to be reflective as they reviewed their work. The
investigator explained to the students that it was hoped that, as
a result of the course, they would become more aware of their
respective classroom practices.

The Teacher/Subjects

All twelve teachers had completed a bachelor's degree. Three
had received the bachelor of arts degree and nine the bachelor of
science degree. At the beginning of the study, with the exception
of three subjects, all were employed as full-time teachers of either
elementary or secondary-aged pupils. Of the exceptions, one was a
part-time sociology teacher at a technical college, one was a
second grade teacher on a leave of absence for the year, and the
other was an educational media specialist. These individuals
completed all aspects of the data collection and were retained as
subjects of the study.
The majority of the subjects (9) had from one to six years of teaching experience; the educational media specialist had taught for six months; two subjects had fifteen or more years of teaching experience. The twelve subjects represent the following types of schools: suburban (2), rural (5), city (4), parochial (1). Of the nine teachers who were directly involved with classroom instruction, five were elementary teachers and four were secondary.

At the beginning of the study, ten subjects were just initiating graduate work in reading. Four subjects had not completed any previous graduate study. Three subjects had completed from four to ten hours of graduate study, five had completed from fifteen to forty hours of graduate study. One subject had K-12 certification in reading. The remaining eleven stated that the purposes for taking the course concerned certification and pursuit of a master's degree.

The subjects were assigned numbers which will be used in Chapter IV. Appendix C contains this listing with the following additional information: level, experience, and graduate study status.

Data Collection

Information about teachers' changes in perceptions and reported practices in implementing developmental reading ideas and techniques
was extracted from a variety of sources. These included two in-depth, open-ended written personal surveys, four statements of philosophy, dialog journals, seven classroom journals, thirteen precis (concise summaries), major project presentations, and investigator notes and observations about all of the above.

**Personal Surveys.** Two in-depth open-ended written personal surveys provided information about the teachers' perceptions and reported practices with regard to developmental reading concerns. There were 28 open-ended questions phrased in such a way as to discourage yes/no responses. In addition, there were ten questions designed to gather data about the teaching experience and college/university study of each subject. Four of these questions also focused on perceptions on teaching and aspects of adult learning. For example:

- What excites you about teaching?
- If you had the opportunity to take an extended period of time off for learning, what would you want to learn about? How would you go about it?

All of the open-ended questions were designed to stimulate the thinking of the subjects. The investigator assumed that the responses of the teachers would reflect their perceptions as well as current practices.
The personal surveys were completed by the teachers during the third and fourteenth sessions of the inservice course. The majority of questions were presented in the same way for each survey (see Appendix D). However, several questions asked during the third session in September were not asked again at the fourteenth session in December. These included those dealing with teacher information data such as "How many years have you taught?". In addition, at the time of the December survey, the subjects were asked to focus their responses on changes that had occurred since the beginning of the inservice course. In addition, the following questions replaced some of those that had been omitted:

- How has this class contributed to what you now know about reading?
- How do you feel about this class as an inservice experience?
- What things can you identify that made you feel this way?

Separate from the personal survey, but another means of accessing information about the teachers' perceptions about the importance of reading to them was the Reading Autobiography. The investigator asked the subjects to identify, in writing, the first book they could remember, and then trace from that one to the present, those books that had been most significant in their lives. This was completed the twelfth session.
Statements of Philosophy. During the first, fifth, ninth, and fourteenth sessions of the inservice experience, the subjects completed a ten-minute writing describing their philosophy concerning reading instruction. Directions provided were minimal but, the students were asked to address such areas as learning theories, responsiveness to individual needs, development of self-concept, acceptance of the learner, and an appreciation of reading.

Data on the perceptions of the subjects were also gathered through other means. The teachers identified and compared three definitions of reading found in articles by Groff, Elkind, and Goldsmith. In addition, they presented three more definitions from three different sources of their choice.

Perceptions were explored further during a ten minute writing when the subjects stated their position on the holistic versus sub-skill approach to the teaching of reading.

Dialog Journals. This additional means of communication between investigator and subjects was used during ten sessions of the inservice experience. It was interactive, functional writing about self-generated topics concerning teaching or the course. Both the investigator and subjects had opportunities to respond as an interested audience, which included asking questions, offering elaborative comments, and giving opinions. The investigator assumed
that the dialog journals would assist in the development of an open and supportive relationship between subject and investigator based on trust and mutual understanding. The dialog journal, as a source of data, was also a means of providing feedback on subject attitudes and perceptions. A sample dialog journal can be found in Appendix E.

Classroom Journals. During the first session of the course, the subjects were asked to keep a daily journal on a bi-weekly basis of their perceptions about the roles they were playing in their respective instructional settings. The following roles were suggested as examples: reporter, model, problem-poser, counselor, diagnostician, systems manager, police officer, experimenter, and consumer. As the inservice experience progressed, the investigator encouraged the teachers to provide more description of the events which suggested a particular perception about a role. Journals were collected bi-weekly, read by the investigator, and comments shared with the respective subjects the following week. The purpose of investigator comments in the journals was to assure the subject of an interested audience for reflections on successes, frustrations, and any changes of perceptions or reported practices that might be recorded. Sample journal entries for one teacher can be found in Appendix F.
Major Project Presentations. Throughout the inservice experience the subjects were presented with techniques appropriate for various aspects of developmental reading instruction. These were adapted by the subjects for use in appropriate instructional settings through application activities. When possible, the subjects brought student responses to an activity to the sessions. Included in these activities were the cloze technique, structured overview, study guide, vocabulary instructional techniques, and comprehension skill development through questioning.

The subjects also completed major projects in which they developed units addressing content, along with the identification of grade levels appropriate for their use. Techniques were placed in an instructional framework that provided for preparation, guidance, and extension or evaluation with students in an instructional setting. The subjects also selected at least one technique and showed how it would be varied for developmental, corrective, or remedial purposes. Each subject made an oral presentation of his or her major project to the group. The investigator took careful notes during these presentations.

Precis (Concise Summaries). Beginning with the second session of the inservice experience, the subjects completed weekly precis on articles they had self-selected. Therefore, each subject
submitted thirteen precis, each presenting a concise summary of an author's main ideas. The subjects were encouraged to include personal comments as to the meaningfulness of an article when they were motivated to do so.

At each session the investigator made available a minimum of sixty journals from which the subjects selected an article of interest to them. After being given time to make their selection, they took the journals home and returned the following session with their completed precis. The process was repeated at each session. The journals from which the subjects made their selections were:

- Language Arts
- English Journal
- The Reading Teacher
- Journal of Reading
- Reading Research Quarterly
- Ohio Reading Teacher

The investigator reviewed the precis as they were submitted. Numbers associated with course topics were written at the top of papers when there were relationships worth noting between articles read and topics being developed during the inservice course. Subjects were then asked to share their articles as a form of reviewing topics which had been discussed at previous sessions, or as a
means of extending topics presently under discussion. Appendix G contains a listing of the articles self-selected and read by each subject.

**Analysis of Data.** The research process chosen for this study was descriptive in the sense that it did not deal with hypotheses, but with teacher responses which were analyzed for patterns. While it is not possible to eliminate investigator bias in qualitative research, objectivity was safeguarded to some degree by the extensive amount of data available in the study. The data provided a much more detailed rendering of the teachers' thinking than even the most creatively prejudiced mind might have imagined. In addition, the investigator's goal was to add to knowledge, not to pass judgment on a particular state of affairs. The overall approach to the teachers' perceptions and reported practices was concerned with the notion of "how teachers responded?" as opposed to "how well they learned?" Qualitative methodology was appropriate because of the concerns addressed by the investigator:

- the views the teachers had of themselves as they lived through the inservice experience;

- the interpretations the teachers formed of the inservice experience; and
- the thinking of the teachers as they translated their experiences into reported daily activities, procedures, and interactions.

These concerns did not represent a preconceived agenda for the investigator but rather dimensions that would clarify the question of how the teachers were responding to the inservice program. Specifically, how did the teachers make meaning from the inservice course, and how did terms and labels come to be applied. The degree to which any one dimension might be studied more extensively was revealed only after a certain amount of broad study had been accomplished.

Descriptions of the teachers evolved from a content analysis of the data. During the first phase of analysis each teacher was treated as a discrete unit of study. In the compilation of information reflecting a teacher's belief system, thinking patterns over time were revealed. In the second phase of analysis the teachers were compared along the dimensions of perceptions and reported practices, and the changes they made with regard to integrating developmental reading ideas and techniques into their thinking.

The particular method of data analysis used in this study was comparative analysis of qualitative data. This method combined explicit coding procedures and inspection of data for new properties. The purpose of this method is to use joint coding and analysis as
a means of generating theory. This constant-comparative method may be applied to any qualitative information, including personal surveys, documents, articles, etc.

The constant-comparative method is an analysis of data in four stages: the investigator 1) compares incidents applicable to each category; 2) integrates categories; 3) delimits theory; and 4) writes the theory. Each incident in the data is coded in as many categories of analysis as possible. Incidents are compared to previous incidents coded in the same category. By use of constant comparison theoretical properties of the category are soon generated. As coding continues, theory develops. At the conclusion of this process, the investigator has coded data, a series of notes, and a theory. The discussion in the notes provides the content behind the categories, which suggests the major themes of the theory.

The data on the teachers' perceptions of their teaching will be presented in Chapter IV. The theory and hypotheses which are generated by this study are discussed in Chapter V. Summary, Discussion and Implications for Further Research.
CHAPTER IV

DESCRIPTION OF CHANGES OF TEACHERS

Introduction

A variety of sources were utilized to obtain data about teachers' changes in perceptions and reported practices as they attempted to integrate developmental reading ideas and techniques into their thinking. These sources included two indepth, open-ended written personal surveys, four statements of philosophy, dialog journals, seven classroom journals, thirteen precis (concise summaries), major project presentations, and investigator notes and observations about all of the above. The complete body of data was read and systematically organized to determine whether patterns of change could be found for the group of teachers. The following categories of change emerged from this analysis of the data:

1. Teachers' perceptions about the nature of reading and how it is taught.
2. Teachers' interpretations and ways of construing significance of content in professional journals.
3. Teachers' perceptions of themselves as learners.
4. Teachers' perceptions of themselves as practitioners.
5. Teachers' perceptions about their roles in instructional settings.
The group of twelve teachers will be described in terms of the above categories. Within each category, responses will be reported chronologically so that the patterns of change over the fourteen weeks of the study will become evident. These patterns will be discussed in Chapter V, Summary, Discussion, and Implications for Further Research.

Teachers' Perceptions About the Nature of Reading and How It is Taught

In the Beginning (Week 1)

During the first session of the inservice course, the teachers wrote for approximately ten minutes about their philosophy of reading and how it should be taught. Eleven teachers addressed instructional concerns and one teacher developed a statement that evidenced some consideration of both the nature of reading and how it should be taught.

References to various aspects of students' attitudes were prevalent in the written comments of seven teachers addressing only instructional concerns. Several of these teachers cited the significance of the parent and home in establishing good attitudes toward reading. They wrote:

Students, whose parents read to them a great deal when they are quite young often develop a pleasant, satisfying association in regard
to reading. As students, this 'feeling' continues and they become better and more competent readers by reading. (#9)

Not to be trite, I, at this point, believe reading begins at home. It starts with a reader sitting with a child in a comfortable atmosphere (the child has the pleasurable association of reading with comfort). The reader then, with extreme patience goes over and over the same 'favorite' book with the child, pausing at pictures, adding further information, and asking questions until the child begins to 'read'. At this point, reading for the child is pointing to pictures and reciting what he has heard time and time again. Good attitude toward reading has to begin at home. (#10)

Positive attitudes toward reading were also recognized as emanating from the successful experiences of all levels of readers. The importance of the student's self-image in this regard and specifically the teacher's role in helping the slower reader were discussed by a teacher. Students wanting to learn to read was identified by several teachers as an instructional concern. The belief was that this could be fostered if an "appreciation" of reading was developed, and more specifically, if students could be helped to recognize the relationship between skills to be learned and being a capable reader. One teacher commented, for example:

    I realize that it is very difficult for children to understand cause and effect. In other words, you must learn this so you can read. They can't relate and understand how phonics can help them learn to read. (#8)
Negative attitudes were addressed by one teacher. She stated:

As a teacher of mathematics, I encounter students who believe words make it difficult. From 'story problems' to understanding a theorem, the attitude of many students is 'it doesn't make sense.' Consequently, my philosophy would begin with helping the student develop a better understanding of how to approach such situations. (#1)

Within the emphasis on instructional concerns, one teacher developed her statement around the importance of the learning environment. She described an "atmosphere of acceptance" and an "atmosphere of active participation" which included discussion and divergent thinking. In such a setting she stated that the child would feel comfortable enough to try out his or her ideas. She commented:

Teachers of children should have enough confidence in themselves ... to teach in their own way. My way is with a sense of fun and genuine sharing of good literature, to show emotion at any time of the book and encourage it in the class. (#11)

Of the eleven teachers focusing on instructional concerns in their statements of philosophy, four stressed the development of skills. One teacher referred in general to "the teaching of basic skills" as his philosophy of reading. Several teachers expressed the belief that readiness activities were very important, and that the reading program needed to provide many experiences
through a varied instructional approach. One of the four skills oriented teachers wrote:

Reading instruction should not rely totally on instruction of a skill such as phonics, but should provide strategies for interpreting meaning. These strategies help students get away from the 'next word' reading process. Reading for meaning builds a students' confidence and allows them to 'take risks' while reading. (#7)

One teacher's statement of philosophy evidenced to a limited degree the establishment of a relationship between a belief system and instructional practices. In other words, she wrote about analytical and synthetic approaches to helping students realize the relationship between the written word and meaning.

Changes After Nine Weeks

The teachers wrote about their philosophy of reading and how it should be taught during the ninth session of the inservice course. The number of teachers who wrote about instructional concerns decreased to two. A new category of comments emerged as three teachers wrote only about the nature of reading. The number evidencing an awareness of a relationship between the nature of reading and the instructional program increased to seven.

The nature of the statements focusing on instructional issues evidenced little change. However, in one case, written words
seemed to be more reflective of the intensity of a teacher's efforts:

I find my junior high students very serious about trying to elevate those Ds and Fs and I find myself trying to find the key that locks away their understanding, not so much of the words themselves, as to what those words mean in the different content areas. (#11)

The other teacher stated herself that her basic philosophy for the teaching of reading was still the same. She did comment, however:

The one strategy which I have gotten more enthused about as I've done my homework is a new feeling for language experience and writing it for the children to read. I see this as a very important aspect in the foundation of reading and I've been doing more with discussions and story charts. I see this as something I should continue to improve on. (#3)

Three teachers confined their statements of philosophy to the nature of reading. Several focused on reading as a process, with one teacher developing this idea in the following manner:

Reading is the process by which an individual perceives print and extracts meaning from it. The print itself is the medium through which ideas are transmitted from one mind to another. The print contains no meaning in and of itself. The original meaning is resident in the mind of the writer. This meaning is encoded into graphic symbols (print). The reader encounters the graphic symbols and attempts to decode back to the original meaning. Because the receiving terminal (brain) is never quite the same as the sending terminal, the decoded message only approaches the original message by degrees. (#5)
Another teacher described reading as more of an "inter-personal communicative tool," and continued his statement by writing:

People reading learn to interact with not only the author of the book, but with their own feelings as well. (#9)

Seven teachers addressed both the nature of reading, and how it is taught. The majority of comments were developed in an integrated style, rather than one paragraph discussing the nature of reading and another on instructional implications. There was an increased emphasis on the importance of meaning and fostering reading as an enjoyable learning experience. In general, comments in this cluster of responses evidenced references to authorities encountered in readings and discussions. For example, a teacher wrote in an aside comment:

We are evaluating reading programs for next year. The words I have read of Ken and Yetta Goodman ring in my ears as I go over the skills taught. I believe 7th and 8th graders should not have more of the same, but I do believe perhaps as they see the need for it, the retarded reader will grasp what their upper elementary teachers have been trying to teach them in the way of study skills, so I will include them.... Piaget helps us accept the fact that all students will not be ready to read at the magic age of six. Goodman lays out a detailed chart of psycho-linguistic reading. (#11)

There was also an increased use of terminology in the statements of philosophy, the most prevalent being "subskills" and "holistic."
The teachers had explored these concepts through reading, writing, and discussion during week two of the inservice course. Seven weeks later, several teachers were integrating these concepts in their statements, for example:

I feel a subskills approach is beneficial to beginning readers, but there must be a transition to reading to learn as they grow and develop. (#7)

The student cannot be taught to read simply by being taught the subskills of reading, rather the student is taught to read and subskills are integrated into the reader’s learning process. (#4)

Scholars have debated the value of phonics, and reading as holistic versus subskills. After digesting this material I believe reading to be a psycholinguistic process which is enhanced and enriched by phonetic instruction. (#10)

Reading, to me, has become a very complex, ongoing process. There are so many avenues to guide the reading in the appropriate direction. ... I keep remembering the holistic approach and still feel that all of these avenues must be explored and taught to make reading a meaningful process. (#8)

Summary: Nature of Reading and How It Is Taught

Statements of philosophy were written by the teachers during the first session of the inservice course. Eleven teachers addressed instructional concerns and one teacher developed a statement evidencing consideration of both the nature of reading as well as how it should be taught. After nine weeks, the number
of teachers who wrote only about instructional concerns decreased to two. Three teachers wrote only about the nature of reading. The number commenting on both the nature of reading and the implications for instruction increased to seven. These statements were characterized by: information presented in an integrated style; a greater emphasis on the importance of meaning and reading as an enjoyable activity; references to authorities; and the use of terminology.

**Teachers' Interpretations and Ways of Construing Significance of Content in Professional Journals**

**In the Beginning (Weeks 1-4)**

After completing three precis on their professional reading, half of the teachers (6) included personal comments in at least one of their precis. The nature of these comments reflected a range of interpretations and applications of the content encountered. On a very basic level one teacher commented several times on the excellence of the articles she was reading in the *English Journal*. Specifically, concerning an article on ways of working with sentences, she stated:

This article was excellent in that examples of how to use each of the four skills were given. (#12)

The majority of comments during this initial stage of response expressed interest in the ideas read about, and established
relationships to the instructional settings of the respective readers. Some teachers said, for example:

This article was of great interest to me because as a fourth grade teacher, I used discussion techniques and constantly battled the skillsheet syndrome. (#11)

As a religion teacher, I have questioned in my mind, for years, the value of fairy tales for children ... The article in Language Arts did not answer my questions, but was food for thought ... I found this article interesting, as the authors intimated that fairy tales could be a look into our past. (#3)

I found this article very interesting, and if you have read my teaching evaluation you know my philosophy and how I actively use reading with my students. (#12)

I must agree with Mr. Squire's thinking on comprehension and composition. His plan centers in the critical areas that are lacking in the child's learning ability. Some points of interest that I have focused on is his example of a story map. I like his idea about writing reports. As a science teacher, I think that writing persuasive reports is excellent. (#2)

When reading this article, I could not keep from thinking of the many applications of the program. Foremost is the use of the QAR (Question-Answer Relationship) in connection with Science World that I presently use in science class. (#2)

Two teachers commented on the adoptability and adaptability of the ideas presented. In other words, there was some judgment as to the value of the idea, followed by a comment on how it could
be used or how it had been used in the classroom. For example, after reading about teaching content to reluctant and poor readers, one teacher wrote:

From Kahn's eleven activities in vocabulary development, two emerge as the most adoptable. The first activity resembles 'Hollywood Squares.' ... The second vocabulary activity requires students to write a noun vertically on a piece of paper. For each letter in the noun, the student writes one adjective appropriate for that noun. (#10)

The other teacher, who had read about a summarizing strategy to improve middle grade students' reading and writing skills, stated:

I feel this procedure is worthwhile and hope that many teachers would use the hierarchial summary method because students will learn more and easier. This method is similar to what I used as a Junior High teacher, except I didn't have the time to spend on each step, so I outlined the text on the board each day. At the end of the chapter, I gave review sheets to the students. These review sheets contained questions about the chapter as well as terms to be defined or identified. The day before the chapter test we went over the review sheets in class.... I found that the students who filled out the review sheets did better on the tests than those who did not. (#4)

**Changes During the Middle of the Inservice Experience (Weeks 5-10)**

The number of personal comments included in the summary annotations increased during this period of time. The majority of the teachers (8) included comments in each of six annotations completed. The remaining four teachers commented in no less than
two of the annotations. The nature of the teachers' responses to
the articles they were reading was characterized by greater
breadth and depth. Comments on a very literal level were at a
minimum. One teacher stated on two different articles:

This article was good for me because I took
a gifted workshop last summer. (#3)

This is a good article for the history of the
informal reading inventory. (#3)

Expressing interest in ideas and relating them to the class-
room assumed more of an agree/disagree tone during this period.

Teachers commented:

I agree on most counts with Crafton. One
thing that bothers me as a teacher are these
question(s): Are my students really learning
the process of comprehension? Is it a continu-
ing and developing process? Are they compre-
hending just because they answer 9 out of 10
questions correctly on a test one day after we
thoroughly discuss a story? Are they really
learning to comprehend and 'coming to know'
what they read? (#9)

I agree with much of what Downing has said.
Reading is a skill. Many people can read,
but some are more skilled at reading than
others because they have practiced integrat-
ing the subskills more. (#4)

I feel that in this study there was no attempt
to show some of the benefits that auditory
training could have. I am sure that these
children must have benefited when listening
to oral presentation or directions. (#8)
The nature of the comments of one teacher were somewhat argumentative after reading an article by Kenneth and Yetta Goodman on the relationship between reading and writing. She further supported her argument by attaching an article about the McGuffey Reader to her annotation. She stated:

I agree with the basic premise of the authors that reading and writing enhance one another, and indeed can never truly be separated. However, the authors seem to be precariously close to placing an over emphasis upon that wonderful notion of 'relevant context.' ... I tend to think the new fangled philosophy of education is hogwash. The old schools turned out literate graduates consistently ... They sat the children down with a Bible or a McGuffey Reader and instructed them directly. Lo and behold, the children learned to read! ... Why can't these modern theorists figure out a simple cause-effect relationship, and quit trying to think up new ways of convincing Johnny how relevant it is for him to learn to read? (#5)

Interest in ideas read about also seemed to result in affirming points of view for some of the teachers. They remarked:

Viewing TV needs to be done with an educational view of the concepts of reality. (This, I feel, is where parents and teachers are influential.) (#12)

Independence High School has not had a 'reading teacher' for four or five years. After reading this article, I was reminded of the importance of such a position to both the students and the staff. (#1)

I feel that at times we just ask questions about a story blindly. Not realizing how
difficult some questions are to the reader. It was interesting to me to know and become aware that the poorer readers would have more trouble answering, for example, a question on the extension level ... Comprehension is at times difficult to teach and maybe a little more structure or purpose in questioning techniques could improve results. (#8)

For some teachers, ideas were of interest because they related to experiences the teachers had had. These experiences frequently became the reference point for commenting about the degree to which an idea would be workable in the classroom. Some teachers said, for example:

This article is valuable in that it explores a part of the reading process that content area teachers can use but of which they may be unaware. My experience has been such as when a student performs poorly in a subject, the subject teacher attributes the student's failure to laziness, ineptitude in the subject, or a general lackadaisical attitude. No attempt is made to enlighten the students, thus increasing their disinterest in reading about the subject ... The teaching techniques in the article are valid and can be easily incorporated into daily lesson plans--e.g., classroom discussion before assigned reading, suggestions as to how to identify and mark trouble reading spots. (#10)

The total effect of illustrations on the comprehension of students is inconclusive. It is certain, though, that illustrations do not hinder comprehension ... It has been my experience with young children that pictures are a very essential part of their learning and reading process. (#8)
The results of this study suggest that dramatics may be a more effective method than workbooks for use with basal readers to develop comprehension skills.... I know from my own experience that children are stimulated by fingerplays, puppetry, and short plays. (#3)

This article gives an outline of an inservice technique that can be used to teach teachers how to use the Directed Reading Teaching Activity to develop students' predictive ability.... From my experience, it seems that it takes much practice to successfully use a DRTA. There is a tendency to pause and predict more often than necessary. (#6)

During this phase of the inservice experience teachers also commented on the potential adoptability and adaptability of the ideas they encountered in the articles they were reading. However, in the beginning (weeks 1-4), only two teachers' comments could be described as achieving this level of response. During weeks five through ten, a minimum of six teachers commented in this way. Their remarks included:

'Teaching Spelling Without Spelling Books' was a very inspiring article, ... The third phase interested me the most. It would be well to do something similar at the primary level. (#9)

This article deals with imitative reading.... I'm wondering about adapting this for use in my classes as I have third graders who can read the material my first graders are working on very easily and well. Perhaps it would help their self-concept to read onto a tape to 'help' others. Maybe my second grader who always wants to read level 1 book could tape it for first grade. (#7)
To learn to read actively, high school and college students must first learn five basic questions and the skills associated with each. ... If I were using this method in my history classes, I would probably drop question #4 about the author's sources and add this to question #7: 'Why is this material (not) important to me?'

This article has spurred me to consider how I can expose my students to really good children's literature. I am thinking of compiling a list of the very best (Newbery Award winners, etc.) works and having the kids choose one from the list per grading period to read and report on in some manner. I need to work the rough edges off this idea, of course. This article has given me something of substance concerning my teaching.

The methods introduced by Ms. Wilson would be interesting to try in the classroom. I would especially be interested in the motivation of the students. This article presents excellent use of motivation through competition among peer groups.

Ms. Dionisio states in her article that the children became willing and able readers and writers.... I was attracted to her article because I also teach remedial reading at upper levels, and I too am disenchanted with traditional methods. Our school system is encouraging writing of all kinds and at all levels. I am going to try teaching writing skills with a creative approach.

Beyond the potential use of content in professional journals, the comments of the teachers moved to the actual application of ideas during this phase of the inservice experience. Their comments began to describe how they had implemented similar
activities or addressed comparable concerns as those presented in the articles. The teachers stated, for example:

The YA (Young Adult) novel is a true stimulus for reading for the Junior High student. In fact, rather than to compile a bibliography of titles of realistic fiction books, I have made a list of card catalog subjects under which students can look to find a YA novel on a specific subject. The word 'FICTION' appears after each heading, such as:

- FAMILY LIFE-FICTION
- BROTHERS & SISTERS-FICTION
- RUNAWAYS-FICTION.  (#6)

This article was quite interesting to me because I use the program of SSR (Sustained Silent Reading) in my classroom.... My goal in using the program is to stress 2 important points. One is that reading is important enough to do daily, and number two is that reading is something one can do for fun.  (#9)

The primary thesis of this article is that one possible reason reading problems exist is that beginning reading instruction typically asks pupils to over-utilize one brain hemisphere. ... I've discussed with school psychologist this same idea-- ... I've attended a Gesell seminar on readiness and feel there are good points to be made for screening and the importance of a 'growth year' for some children.  (#7)

This article is concerned with the way young children express themselves.... I have done all of the above suggestions with my two boys from the time they were small until the present.... As a teacher in the classroom, I have also followed these guidelines.  (#8)

One teacher extended herself to the degree that on her annotation submitted during week eight, she shared the following "P.S."
with regard to something she had read about during week three:

I have sent for the 'Teaching Through Literature' unit for second grade. Two of our second grade teachers are very open to new ideas, so it seemed a good place to start. (#11)

During weeks five through ten, the teachers' comments began to include references to relationships or connections. These were in some ways extensions of previous citations relating ideas to the classroom, a very basic link. Comments began to evidence allusions to relevance, that is, critical responses to authors' ideas. Teachers said:

This article was relevant to me because of our assignment of keeping journals. Also, our dialog journals allow us to communicate thoughts, feelings, ideas, or problems with you. (#12)

This course has not only made me aware that some of my teaching techniques have specific names and are sound, but also there are many other ideas I have not thought of or tried. This particular article presented concrete examples of ways to unify vocabulary, concepts, and content into my teaching. (#1)

This article summarizes the conclusions of recent research dealing with the contemporary young adult novel.... It does have significance for me in my job as a librarian..... I really feel that the Junior High student is not attracted to the plot of a story but to an important character in the story. It seems that they get to know a certain character in one book and they'd like to read a sequel to the book to find out what happened to the person
later on. I know of many examples. With this in mind, whenever I'm suggesting a book or giving a book talk, I concentrate on the personality of the main character or characters. I find that this technique 'sells' the book more quickly than describing the plot. (#6)

Comments also reflected an awareness of connections between ideas read about and content presented during the inservice sessions. For example, after word banks had been explored as a vocabulary development and language construction strategy, a teacher made reference to it in her annotation on an article about the linguistic approach to learning mathematics vocabulary when she wrote:

Vocabulary development is an integral part of teaching mathematics. When introducing new terms, I often break the word into units that contain specific meaning. My students do keep a notebook which includes a definition section. However, I have not asked my pupils to make and keep vocabulary cards. This idea strikes me as an adaptation of the word bank technique. (#1)

Several teachers made connections between the particular author they were reading and other authors or related articles they wanted to read. Some of these comments were of a general nature, for example, when teachers said:

This article was very provocative, not because it advocated educating to both hemispheres of the brain, but the three processes reviewed were highly controversial. I've read other articles about the deficiency in our school systems which are using a left brain environment to educate right brain students. There
is documented evidence that the power of the
mind can go beyond the limitations of the
consciousness of man.  (#3)

Telling jokes, funny stories, clowning around,
and teasing or being sarcastic in the classroom
may be successful, or can be dangerous.... I
feel this article may be good for a teacher of
older students.  Next week I want to look at
'Cutting Up in Class'.  (#12)

Some connections that the teachers were beginning to make were
very specific, that is, comparing works of the same author. One
eample was a teacher who submitted an annotation on an article
by Frank Smith entitled, "Let's Put Teachers in Control of Reading
Instruction." (from his latest book, Essays in Literacy). Her
personal comments were integrated throughout the annotation in a
very conversational style. At the conclusion of her opening
paragraph, she wrote:

I am not sure who edited the article, but it
is more readable than much of Smith's other
works.  (#11)

This teacher's seemingly spontaneous response to Smith continues
throughout her annotation. For example, she states:

His references to brain theories contends
that it wouldn't make any difference if the
critical neural center for reading was in
the big toe, some experts would diagnose
children as having minimal ingrowing toenail
syndrome, because they had difficulty with
the alphabet.  (I guess we would call it
MITS.)  (#11)
In this teacher's final comment, it was clear that she had achieved a high order level of response as she was recognizing relationships and making a critical evaluation. She wrote:

I have read other works of Frank Smith where he places the responsibility of teaching reading squarely upon teachers. It is nice to know he has such confidence in us, but I believe it is difficult for administrators to divorce themselves from hard evidence. This is by far the most enjoyable article I have read by Smith. I loved the 'big toe' theory. I agree that when we develop 'we're all in this together to learn' attitude, the children respond with a sense of security. I am going to be first in line to apply for a position in Smith's ideal school - and I may never retire! (#11)

Another teacher, in her second year of teaching, recognized a relationship between information in an article she had read and works she had studied as an undergraduate. The article concerned understanding characters' reactions to death and this teacher commented that she had studied Kubler-Ross' five stages of confronting death in an undergraduate psychology course. This recycling of previous knowledge in another context seemed to maximize the teacher's interest. The teacher was planning to do her major project for the inservice experience on The Bridge to Terabithia. She wrote:

Perhaps the strongest part of the book is Jess' reaction to Leslie's death. I am interested in centering a lengthy and detailed discussion around death during the
During this middle phase (weeks 5-10) of the inservice experience, another type of connection emerged as some of the teachers selected to read about the same topic on successive weeks. One teacher who had expressed an interest in the relationship between reading and writing reviewed the three components of a comprehensive instructional writing program that had been purchased by her school. She expressed excitement about the program, and stated that she intended to complete the instructional series as her job target to develop her own skill in writing as well as to improve her teaching of writing. After reviewing the first part of the program, which dealt with capitalization, punctuation, editing, spelling, and some grammar, this teacher wrote:

In using just a few activities with capitalization, I found that students in the upper grades are adept at 'circling' the letter to be capitalized and fair in the obvious rules. However, when they were required to produce sentences using these rules, the product was atrocious.... I feel that our students have marked far too many worksheets. True, I am working with students of lesser ability, but even they must write to be understood, if in nothing else than a letter. I am hoping that by producing every day, they may improve. (#11)
After reviewing the second booklet the following week, she stated:

The sentence and paragraph writing component is highly structured.... I have been thermofaxing the worksheets and cards so I can pick and choose from them. (#11)

This teacher's summary annotation on the third and final part of this program evidenced a critical and creative response to the facts and details she had been collecting about the program. She combined her experiences with the operational facts of how the instructional components were to be implemented and demonstrated an analytical response to suggested practices. Her personal comments were integrated throughout the summary. She wrote:

The products component ... consists of five categories ... that were brainstormed as products that are or should be experienced by elementary and middle school students. After having reviewed the entire program, I would add high school, as well.... Since I believe most middle school students have not been exposed to instructional writing ... I believe at least initially, secondary students would benefit from the program.... I have introduced sentence writing to my low achievers this week, and I don't know who is more pleased with their performance, the students or their teacher. So far, I have two disagreements with the authors. They say to give only a minute or two to the task of sentence writing and to demand without mercy, a high degree of accuracy. It has taken longer and a great degree of bolstering their confidence, but only one has balked completely. This is an eighth grade girl who is convinced she is dumb. As I fed her ideas quietly, even she put out a passable product. (#11)
Changes After Ten Weeks (Weeks 11-14)

The number of personal comments included in the summary annotations during the final four weeks of the study remained at the approximate level established during the middle period (weeks 5-10) of the inservice experience. Seven teachers included comments in each of four annotations completed. The remaining five teachers commented in no less than two annotations. The comments at the end of the study developed and extended points of view. References were made to previously held beliefs being reinforced, and to similar experiential contexts that either served to support or refute an idea presented in an article. The teachers commented:

Student comprehension is a complicated process.... Relating the old information to the new is a task students may need help in developing. Reading other texts, books, articles on the same topic will also generate background information for the student. I believe as teachers, we often feel this is done naturally, automatically by all readers. This is not true. Beginning the comprehension process before students start to read is necessary.... As teachers interested in learning, we should have as a goal students expanding, sharing, and exchanging information. (#1)

I must agree with the author. I can remember the drudgery of learning those superfluous lists of vocabulary words and to this day, I don't think I can recall even one word that was presented in such an artificial environment. Also, I realize that words are linked together in order to create meaning and to read this word in a story would help to create this
picture. I feel that this is an excellent method to teach vocabulary that will be meaningful and lifelong lasting. (#8)

The author, in this article, offers an alternative to the 'round robin' reading approach. She describes four ways for students to focus on oral reading, ... I can't argue with these approaches. I use two of them with success. My students prefer these over traditional oral reading. (#9)

When Ms. Farrell was assigned to organize an eighth grade reading program, she wanted to emphasize experience in reading.... Farrell's method of grading was a bit strange to me. Based on four nine-week grading periods, each grading period had a different basis for what would determine the students' grade. I think that this inconsistent method of grading would make most eighth graders uneasy, because they like to be able to know what is expected of them and for many, it takes the first grading period to get used to what the teacher wants. (#4)

The writer ends his discourse by stating ... language is a skeleton, a blueprint for the creation of meaning.... I believe it is the rich conversation, interaction with extended families, the TIME to lie on the warm grass and watch the clouds and stars, the time to cozy up in a spot to read while the rain beats against the roof and windows, the time to snuggle under comforters and read with a flashlight against bedtime rules, that led to the adventure of reading.... I visited an 86 year old aunt not long ago, now confined to her home, but bright and alert. I asked her how she passed her time. She said, 'Well, here are my loves (romantic novels in a stack), my travels (travelogues, atlases), my adventures (mysteries and adventure novels), my doctor (Prevention magazine and many home-health books), my dream food (cook books),
and my poems ... (Yeats, Browning and others),
and last, but not least, my sex life (with a
giggle, she pointed to a few smutty books).
Now, with companions like that at my beck and
call, how can I be lonely? ... Beautiful lady,
my aunt. (#11)

The comments of the teachers continued to evidence their
respective opinions that some of the ideas they were reading
about could be adopted for classroom use. Two teachers read the
same article on successive weeks, and had the same type of response
to the strategy suggested by the author. It dealt with developing
comprehension skills in primary students through the use of story frames. One teacher wrote:

I have made copies of the suggested frames in
the article to add to my file box I keep on my
desk. This is another technique I intend to try
this year. (#7)

The other teacher reconstructed the story frames so they could be
used by other teachers. She made copies for each teacher participating in the inservice course. Teachers also continued to comment on how ideas could be adapted. One teacher stated:

I feel that Hill's suggestions for oral reading can be applied in some cases, but some students may not learn well from listening. In this case, visual presentations and other methods that stress student participation can be used. All students should not be subject to an oral reading/listening activity. So the teacher should try to choose those who would benefit from it. (#6)
One unique situation involved three teachers who rode together to and from the inservice course each week. It became obvious, mainly from conversation during the sessions, that they were using some of their two hour, round trip drive time to discuss topics being explored through aspects of the inservice experience. What had only been observed, evidenced itself in a written comment submitted by one of the teachers during week eleven. She had read an article about how riddles and puns can make learning words fun, and wrote:

I have used riddles to teach clues and (know) that sometimes it takes more than one clue to identify (a) specific answer. Ruth, Julie and I spent one trip home from class doing hink-pinks (rhyming word riddles) and decided it would be good across grade levels and stimulating for students to make their own—we had fun ourselves. (#7)

As during the middle period (weeks 5-10) of the inservice experience, the teachers included comments in their annotations about their application of ideas similar to those they had read about. The nature of the responses at the end of the study appeared to evidence that some of the teachers may have reflected on their own instructional situations as a result of having read particular articles. The teachers stated, for example:

This article distinguishes between a reading interest study and a reading preference study. ... I realized after reading this article that
I do interest research whenever I evaluate which books are often read from our library's current collection. Monthly statistics are very useful in determining student interest. When I order books, I take information from these statistics into consideration. Students occasionally express interest in topics, ... I keep a folder in which I place ads for books I'd like to purchase. I make a note of any topics students and teachers express an interest in or titles of specific books they'd like to read.... It would be interesting to conduct a preference study.... A 'school-wide' preference study might not reveal statistics that would reflect honest, thoughtful decisions.... A better idea might be to conduct the study with the eighth grade reading classes only. (#6)

The author details the changes in the ways she is teaching remedial reading today versus 12 years ago when she started.... The author states they have no school library--I guess it's hard for me to imagine that. I think her statement that best reflects her philosophy is that tools have their place if used properly, but teaching by the teacher and reading by the students are more important.... The change and growth of this teacher are obvious from the article. I have * (starred) items I'm familiar with and listed the others so I can look into some of them or will recognize them as some ads come to me and will look them over carefully.... I can empathize with some of her thoughts--it seems that there are so many things that need worked on we forget to read and enjoy it sometimes. (#7)

This article deals with junior and senior composition students writing books for students in elementary school.... Last year my class wrote books which we shared with first-graders. The kids wrote a 'scratch' copy which I polished and returned. They recopied the story and illustrated. They not only enjoyed being
authors, but having a captive audience as well. Working with children's literature is fun, imaginative and simple. It can also be adapted to fit the needs of any age child. (#11)

I agree wholeheartedly with Karen McLachlan and feel that the parent is a major source of reading readiness. If the suggestions set forth in the article are the only things a parent does with their child and normal intelligence is present, the child will be a successful reader. The thing that interests me is the fact that if you spend time with your child, doing the things in this article come naturally. (#8)

Mathematics students often view their textbook as a source of problems but not as a source of information. As a math teacher, I find that many texts require limited reading. The paragraphs are generally short, but sometimes difficult to comprehend. Examples often serve as the main resource for the students. It is easy to slip into the same format as a teacher of mathematics. This article addresses the idea that social studies courses are not primarily based on reading either. (#1)

At the end of the study, the teachers were commenting on the significance of a particular article, but more in relation to personal insights. This was occurring more frequently than it had during the previous two phases of the inservice experience. One teacher with five years of experience, had commented to the investigator throughout the fourteen weeks about her quest for identifying directions in her future. She found an article in the English Journal entitled, "Why I Teach" by Charles Yerger. It was her final annotation, and she wrote:
This was an uplifting article, and one which I can identify with.... I've often wondered why I teach. I like it, but the more I see opportunities, graduate studies, the more I want to be a part of other phases. It's just a feeling to do more teaching is important, and we need those in the classroom.... But, where does it stop? Being a teacher because of teaching is important, but some people just want more for some reason. Maybe that's me. How much time have I had to look at myself. I love my work, but maybe I'm trying to do too much, and that can be frustration.... This was a good article to end with. Excellent for thought and summing up, thinking about oneself in the realm of education. (#12)

Other teachers wrote about relevance, for example:

This article is beneficial to me in that I now have some idea of the level of spellers I have in my classes. There are those who lapse into the Phonetic Stage and the Transitional Stage when their knowledge of rules is exhausted. Gentry suggests that students will overcome these tendencies if they perceive their writing to be serving an important function. (#10)

As I teach, I ask many questions, of many types, and of many students. Encouragement, respect, success, and humor are characteristics I strive to include in my questioning technique. This article helped me evaluate and expand this aspect of my teaching.... Creating questions that encourage student response can be achieved. Farrar calls these mutuality-enhancing devices. Examples include ... 'How do you know that?' questions. I use the last in geometry class often. (#1)

Summary: Interpretations

In summary, half of the teachers (6) began the study including personal comments in at least one of three precis on their
professional reading. The general nature of these comments reflected
the following categories of response:

#1. "This article was good."

#2. "This article was of interest because of something
similar that I'm doing in my classroom."

#3. "This article was good and this is how I would use
or have used the ideas it presented."

The majority of comments during this initial stage expressed
interest in the articles read (category #2). Two of the six
teachers responding commented on how the ideas in the article
could be adapted or adopted (category #3). Six teachers did not
include personal comments on any of the annotations completed
during weeks one through four.

During the middle of the inservice experience (weeks 5-10),
the number of personal comments included in the summary annota­
tions increased. The majority of the teachers (8) included
comments in each of six annotations completed. The remaining
four teachers commented in no less than two of the annotations.
Comments belonging to category #1 ("This article was good.")
were at a minimum. Comments in category #2 gave more definition
to "This article was of interest ..." as follows:

#2a. "I agree/disagree with most of this article."

b. "I believe this article offers a workable approach."
During this phase of the inservice experience (weeks 5-10), the teachers also commented on the potential adoptability and adaptability (category #3) of the ideas encountered. In the beginning (weeks 1-4), only two teachers' comments could be described as achieving this level of response. In the middle of the inservice experience (weeks 5-10), a minimum of six teachers were commenting in this way. Also, at this time in the study, the categories of response were extended as follows:

#4. "I have implemented similar ideas or addressed comparable concerns as those presented in this article."

#5. "This article is related or connected to something else I know."

a. "This article was relevant to me."

b. "This article is related to something we've discussed during an inservice session."

c. "This article is related to a work, by another author, I've read."

d. "This article is related to another article I've read by the same author."

e. "This article is related to something I learned earlier."

f. "This article is related to one I read earlier."

A degree of critical and creative response became established during the middle phase of the inservice experience (weeks 5-10).
During the final four weeks of the study, the number of personal comments included in the summary annotations remained at the approximate level established during the middle period of the inservice experience. Seven teachers included comments in each of four annotations completed. The remaining five teachers commented in no less than two annotations. There were no comments which could be characterized as belonging to category #1 ("This article was good."). The majority of the comments developed and extended points of view as represented by categories #2-#5. Reflection and introspection appeared to be more evident as teachers commented on how ideas in the articles had been implemented (category #4) and why ideas that they read about were relevant to them (category #5).

**Teachers' Perceptions of Themselves as Learners**

**In the Beginning (Week 4)**

The personal survey was a source of data for exploring what the teachers thought of themselves as learners. Specifically, responses to the following question were analyzed:

> If you had the opportunity to take an extended period of time off for learning, what would you want to learn about? How would you go about it?

Eleven of the twelve teachers responded to this question. Four teachers expressed a desire to study a specific area through
university course work. The areas mentioned included literature, physics, theology, Bible, and educational research. One teacher stated:

I would like to learn about motivation of students. I believe I would take formal courses with the opportunity to field-test ideas with a variety of students. (#1)

Four teachers stated they would like to do what they were presently doing. That is, they would like to obtain their reading certification and possibly a masters degree through university course work. Areas of learning outside the education profession were selected by two teachers. One of these teachers wanted to learn to be a carpenter by working with a carpenter, and the other teacher wrote:

I would study canvas painting. Many authors of canvas painting books offer seminars (about one week in length). I'd love to have the time (and money) to travel to some of these seminars. (#16)

One teacher wanted to travel during an extended period of time off. She stated:

I would love to take an extended trip to the British Isles, Scandinavia, France, Italy and Greece. If I could afford it, I would go by ship, and enroll in classes designed to study the cultures, past and present. Since my ancestry is Irish, I would go there first for at least three months and live with a variety of families, and also in the castle accommodations. (#11)
Another question in the personal survey served as a source of data for describing what teachers thought of themselves as learners. It asked the teachers to:

Describe any recent changes you have made in your teaching practices, thinking, and attitudes. Why? What was the source?

Ten of the twelve teachers responded to this question. Four teachers reported specific changes in their practices. Several teachers alluded to the reasons for these changes. One suggested that through the use of particular methods needed revisions became obvious. She stated:

I have revised these methods many times and learn more every time I teach report writing. (#6)

The other teacher commented that her practices had changed because both the students and the teacher need variety and she felt that this helped them all to be more successful. Of the four teachers citing changes in their practices, two identified university course work and another teacher as sources of influence for them.

Changes in teaching attitudes were described by four teachers. Such factors as students' interest, time, class size, and the age level of the students were mentioned as reasons for changes. The sources from which the change originated were other teachers, a summer workshop, and university course work. One teacher stated:
The attitude I have about the sociology course I am teaching now has more or less been pushed on me by the other teachers who teach or have taught the course. The feeling here is to teach the basics and how sociology relates to your life on the job since these students are more interested in learning technical trades than sociology. (#4)

Two teachers reported recent changes in their thinking at the beginning of the inservice experience. One teacher identified wasted time and unconcerned students as the reason why she had recently experienced a shift in her beliefs. This same teacher commented that maturation and confidence in her teaching were the sources for the changes in her thinking. The other teacher said that a university course had been the source of her rethinking and analyzing what she was doing and why.

Teachers responded to the following question only on the initial personal survey:

Where and how did you learn what you now know about reading?

Five teachers responded with references mainly to undergraduate university course work. Four teachers stated they had learned about reading by teaching it. Experiences in learning to read themselves was cited by three teachers as their source of knowledge.
Changes After Ten Weeks (Week 14)

Teachers' responses to what they would do with a period of time off for learning were analyzed again during the final phase of the inservice course. Twelve teachers did respond to this specific question on the personal survey. There were no major changes in the categories characterizing the nature of the comments. However, there were some refinements within the groups. Those teachers expressing an interest in studying a specific body of knowledge through university course work increased to six. Learning how to motivate students was mentioned by two of the teachers in this group. One teacher presented an interesting point of view about how she learns when she wrote:

I would like to learn more techniques that I can use in the classroom to become a better teacher. However, I don't think 'time off' would do it. I need to put ideas into practice--to see if they work for me--and adapt. (#1)

Three teachers stated that they would complete their reading certification and masters degree through university course work. Two teachers selected areas of learning outside the education profession. One of these teachers, having written a book for his third grade class as his major project, wrote:

I would like to take time off to sharpen my skills as a writer and illustrator. I
would like to be the protege of a famous children's author. (#9)

An interest in travel was expressed by one teacher.

Recent changes in teaching practices, thinking, and attitudes were addressed again at the end of the study. All twelve teachers responded to this question on the survey form. The number of teachers reporting recent changes in their practices remained at four. The reason for change was addressed by one of these teachers when she mentioned she had been able to access suitable computer programs this year as compared to what was available in the past. In this particular case, the source of change was a governmental program. Another teacher identified her reflections on her own practices as the origin of change when she stated:

I have started my low classes keeping story logs over the stories we read in their text because I had to admit that these kids need help grasping the literal level comprehension of such stories ... We always do at least one interpretive and/or evaluative question with each story as well. I think the source for this change was my own observations and analysis of my teaching strategies. (#5)

Of the four teachers reporting recent changes in their practices, two referred to the inservice course, explored through this study, as the source of change. One of the teachers extended her comment by stating:
The other changes are largely from the professional reading demanded in this course. (#11)

Three teachers' comments evidenced changes in teaching attitudes. One teacher stated that the reason she had a more positive attitude was because she realized that there were strategies and practices to make learning reading fun. All three teachers identified the inservice course of this study as the source for their change in attitude. One of the teachers wrote:

As long as students are performing up to expectations, I am happy. I used to expect 100% effort and perfect papers from everyone. This class has shown me how people learn differently, how they mature differently. I try more angles than I used to because some angles work for some, others need the most off-the-wall examples. (#10)

During the final phase of the study, the number of teachers reporting recent changes in their thinking increased to five. Two attributed the reason for this change to an increased awareness of textbook content, and "the reading factor in teaching mathematics." Two other teachers commented that the major project completed as a part of the inservice experience of this study was the reason for the change in their thinking. They said:

I feel I will be more able to draw learning experiences together as a whole and capitalize more on the materials available. Doing my final project gave me an opportunity to weave the reading atmosphere into a total learning
experience. I will feel more comfortable to invite different sources into the classroom to present information and expose children more to the world outside the classroom. (#8)

I think that if I was ever to teach reading, I would have more strategies at hand. I feel that I have learned to tailor activities to the objectives by writing my own reading unit on a young adult novel. (#6)

All five teachers identified the inservice experience of this study as the source for the recent changes in their thinking.

At the end of the study, the teachers were asked to respond to the following questions on the personal survey:

How has this class contributed to what you now know about reading?

How do you feel about the class as an inservice experience?

What things can you identify that made you feel this way?

Data were collected from the comments the teachers made in reacting to these inquiries. This data further contributed to the analysis of the teachers' perceptions of themselves as learners, especially in relation to the inservice experience of this study.

The teachers stated that the inservice course had contributed to various aspects of their knowledge about reading. The specific areas most frequently referred to in their responses included: viewing reading as a developmental process and learning related
"new" procedures such as the cloze technique and the structured overview; exploring content area reading instruction; learning strategies for teaching reading and comprehension; and defining the nature of the reading process or, as one teacher wrote--

Looking for a definition of the reading process and finding so many different ones. (#7)

Other teachers commented:

This class has opened my mind to many aspects of reading and strategies of how to teach reading that I didn't know existed. (#4)

This class has helped me organize a better pattern for the reading experience. To give a beginning, middle and end to my teaching lessons that will better coincide with the basal reader. I have learned how to capitalize on what is presented in the reader and make it more meaningful to children by leading them to relate better to what is taught. (#10)

This class has given me somewhat of an idea of the meshing of the gears when the reading process is taking place. (#2)

Becoming aware that there are specific devices that can be used to help students comprehend subject matter has been the most important contribution. (#1)

Of the teaching activities used by the investigator, nine teachers made reference to the reading of articles in professional journals and completing of precis as one of the most valuable aspects of the inservice experience. One teacher wrote, for example:
I have done more reading about beginning reading and research results (I'm glad we'll get our annotations back—I listed some things I wanted for reference in them). If anything, it has reinforced the great variety of and complexities involved in reading. I feel more awareness of the importance of the change to reading to learn (as opposed to learning to read). (#7)

The next most frequently mentioned activities of greatest value were the opportunities for sharing among the teachers and the completion along with class presentations of major projects.

Perhaps, this is best summarized by the teacher who stated:

- The sharing of projects really stimulated my thinking on how to teach reading. (#3)

Other teachers commented about the teaching activities in general, for example, they said:

- Several activities offered in the class help teachers to think about what they are going to teach and how they are going to break it down for the students to digest. (#5)

- Of the 27 activities used in my major project, most were acquired from this class. Also, the books shared by others, and the English Journal were super ... I'm awaiting my first issue from The Book Council. (#12)

Three teachers referred to the applicability of the strategies and practices experienced:

- I enjoyed putting my new ideas into practice. (#10)
I think the inservice experience was valuable, since I could take back to the classroom what I learned and apply it. (#11)

When I'm planning a lesson, I incorporate items from this class. As I teach, I find myself using techniques on the spur of the moment. It feels good. (#1)

The instructional atmosphere of the inservice experience seemed to be what most impressed one of the teachers. The investigator had attempted to establish a non-threatening environment where all could engage in mutual inquiry. A teacher responded in the following manner, specifically to the efforts of the investigator:

I like the emphasis being placed on us to react as adults and being encouraged as individuals to use our professional judgment and draw from our classroom experiences.... We have been given the freedom of being ourselves and putting ourselves into the work we have done. The atmosphere was relaxed enough so the tension and fear of performance was gone. It has been almost 15 years since I have taken a college course, and needless to say, I was quite apprehensive. This class has just been a tremendous encouragement to me to continue my education. It is fun being an adult and going back to college. (#8)

Summary: Learners

In the beginning (week 4) of the inservice experience, eleven of the twelve teachers responded to this question on the personal survey:

If you had the opportunity to take an extended period of time off for learning, what would you
Four teachers wanted to study a specific area through university course work. Four teachers expressed an interest in obtaining their reading certification and possibly a masters degree by taking course work at a university. Two teachers selected areas of study outside the education profession to be learned by affiliating themselves with masters in the respective fields. One teacher wanted to travel during an extended period of time off. Another question in the survey provided data on what teachers thought of themselves as learners. It asked the teachers to:

Describe any recent changes you have made in your teaching practices, thinking, and attitudes. Why? What was the source?

Ten of the twelve teachers responded to this question. Four teachers reported changes in their practices, four in their attitudes, and two in their thinking. University course work and other teachers were most frequently mentioned as the sources of recent changes.

Only on the initial survey did the teachers comment on how they learned what they presently knew about reading. Five teachers referred to undergraduate university course work, four stated they had learned about reading by teaching it, and three
believed their experiences in learning to read were the source of their knowledge.

At the end of the study, teachers' responses to what they would do with a period of time off for learning were analyzed again. All twelve teachers responded to the personal survey. The number of teachers who wanted to study a specific area through university coursework increased to six. Three teachers wanted to obtain their reading certification and a masters degree by taking coursework at a university. Two teachers maintained their interest in areas outside the education profession, and one teacher continued with her desire to travel. Recent changes in teaching practices, thinking, and attitudes were also addressed again during the final phase of the inservice course. All twelve teachers responded to this question on the survey. The number of teachers reporting recent changes in their practices remained at four, but the inservice course was identified as the source of change. Three teachers' comments evidenced changes in teaching attitudes, with all three citing the inservice experience as the source of change. The number of teachers reporting recent changes in their thinking increased to five. The inservice course was identified by all five teachers as the source of change.

During the final phase of the study, additional data was gathered on the teachers' perceptions of themselves as learners.
Questions on the survey related specifically to the significance of the inservice course as a learning experience. The teachers stated that the course had contributed to their knowledge about reading, especially the developmental nature of the process. Reading articles in professional journals and the completion of precis were identified as some of the most valuable aspects of the inservice experience. The next most frequently mentioned activities of greatest value were the opportunities for sharing among the teachers and the major project presentations. Three teachers highlighted the applicability of the strategies and practices presented. The nonthreatening learning environment of mutual inquiry was also noted by one teacher.

**Teachers' Perceptions of Themselves as Practitioners**

In the Beginning (Week 4)

Eleven teachers responded to the following question on the personal survey:

"What excites you about teaching?"

One teacher did not respond. The comments appeared to reflect two points of view. One seemed to originate with the teacher as the observer of the learning process, and deriving pleasure from "watching children learn." The other point of view stemmed from the participatory aspect of teaching. In other words, teachers'
comments stressed the interaction with students as a source of "excitement" for them.

Of the eleven teachers responding, four seemed to find observing the learning process the most exciting aspect of teaching. Examples of what these teachers said in response to the question "What excites you about teaching?" are:

- Watching children grow both mentally and spiritually. (#3)
- Seeing children progress and feeling good about accomplishing what had previously been hard tasks for them. (#7)

The comments of seven teachers appeared to reflect more of an emphasis on the interaction with students as a source of excitement in teaching. These teachers made more references to what they did with their students as active participants in the learning process rather than passive observers of it. Some examples of their responses are:

- I like interacting with the children most. I have always found children to be honest, sometimes painfully so, and I love to explore their world with them and hopefully extend it. Nothing pleases me more than having my students look forward to my class and open up like flowers as the year progresses. (#11)

- I enjoy being around my students. When I make an effect in their educational life for the better, it is very rewarding. (#4)
I enjoy making a child's day happy and interesting. I feel that the children of today are the future of tomorrow and they need to become productive. (#8)

Helping students feel successful in the study of mathematics and good about themselves. (#1)

The personal survey provided access to data describing another aspect of teachers' perceptions of themselves as practitioners. This dealt with the question:

What kinds of outside pressures inhibit you from teaching the way you want to teach?

During the beginning phase (week 4) of the inservice experience, all twelve teachers responded to this question. Four teachers identified time as a limiting factor. One teacher stated:

Time—both for planning (digging time) and for working with students when we work with ½ hour slots. (#7)

Three teachers remarked that they were not inhibited. Comments were very explicit, for example, teachers wrote:

I am always looking for new ideas to use in order to make learning more interesting. I don't feel inhibited at all. (#8)

None, if I want to try something new, I do. I haven't received any pressures about change. I think my old principals invited change and new techniques. (#4)

The remaining five teachers mentioned a variety of other concerns which they identified as inhibiting them from teaching the way
they wanted to. These included references to a community that had deemed certain books inappropriate for study, class size, other teachers, governmental program guidelines, and a principal who wanted a "quiet" classroom.

The teachers' perceptions of themselves as practitioners also included data on two additional concerns. These can generally be described as dealing with how reading is taught, and in what ways students are motivated to read. Responses to the following questions on the indepth interview were clustered to provide data on how reading is taught:

Describe some of the ways you build on the experiences students bring to school.

How do you teach reading in your classroom?

What are your most successful techniques?

In the beginning (week 4) of the inservice course the six teachers oriented to the elementary age student appeared to be aware of oral expression in the classroom as a means of building on students' experiences. References were made to specific techniques such as having a sharing time every day where students talked about an object. Experience charts as extensions of discussions, and having students write about, as well as illustrate their experiences were also identified as meaningful activities. Comments also addressed the need for supportive exchanges with
the students directed toward positive reinforcement. Initiating instruction from the familiar, even if this did involve using television characters such as smurfs and muppets, was felt to be beneficial.

Three elementary teachers described themselves as using an eclectic approach to the teaching of reading. Two of them made specific references to the availability of recordings of story books, listening cassettes, high interest low level readability books, and current magazines from the library. One of these teachers noted library visits for stories and books, and the other access to a computer used every day by one student for a reading comprehension program. Of the three teachers using an eclectic approach, one detailed the nature of the process she uses and how it is varied for different age levels. Two teachers' discussions of their instructional approaches to reading revolved around the basal readers. References to peer activity in the form of assigning better readers to listen to slower readers, and the use of machine-assisted programs were included in these descriptions. The last of the six elementary teachers described how she organized for instruction, specifically the existence of three groups and what they did each day.
Two elementary teachers cited their concern with positive interactions with students as their most successful techniques. A willingness to capitalize on spontaneous occurrences was also expressed. Another of the teachers stated that her work with developing sequencing skill enhanced reading comprehension in her classroom. Three teachers cited the following as their respective successful techniques: utilization of machine-assisted programs; planning for the assistance provided by aides; and organizing student competition in learning vocabulary lists. One of these teachers included references to having students learn to read, write, and memorize plays to act out and write their own books.

The responses of the six teachers experienced with the secondary age student were also clustered and analyzed with regard to how reading is taught. During the initial phase (week 4) of the inservice course, three teachers commented about drawing on their students' experiences to introduce new topics. Students are encouraged to share their experiences in related areas of study. For example, one teacher described the situation by stating when "...certain pieces of a lesson spur anecdotes from students, I let them share their experiences because it broadens the knowledge of the listeners and promotes good oral communication." A reference was also made to students writing about their
experiences in their journals. Current events discussions occur when initiated by the students. One of these teachers commented:

I try to relate what we do in math to what they do in the real world--applications. (#1)

Two teachers did not respond to this question dealing with building on students' experiences because they believed it was not applicable.

The responses of the secondary teachers to the question on the personal survey concerning how reading is taught in their respective classrooms were varied. One teacher reported having Sustained Silent Reading (SSR) "just about every day." Before a story is read in the literature text, vocabulary are introduced, along with a question to think about. Oral reading or at times silent reading follows. Another teacher commented:

I try to demonstrate how to read math by reading once and going back over the material. They often need to isolate part of a sentence and understand it before connecting the entire sentence. (#1)

A third teacher reported that he "attempted" to have students read aloud from Science World one day a week, and then used the questions printed in the teacher's edition to check comprehension. The fourth secondary teacher described reading instruction in her classroom as time on phonetics (in relation to the dictionary). She has also studied prefixes and suffixes with her class, and
as of October 4 had had one free reading day. Two secondary teachers identified this question as not applicable, and therefore, did not respond.

Successful techniques were described by two secondary teachers. One teacher commented that SSR with voluntary oral reading was most successful for her. She wrote:

I had a student tell me today that he has begun reading more since SSR has encouraged him to get into a book. (#5)

The other teacher referred to re-reading and using "tools" (paper, pencils, diagrams, calculator) to help understand information.

Four of the six secondary teachers did not respond to this question concerning the identification of most successful techniques.

The teachers' responses to the next grouping of questions on this reading survey provided data on the ways in which students are motivated to read:

Are there times during the day when students are free to select books to read? How do you think the students behave in these choice situations?

What do you do to get students interested in books?

What follow-up activities do you use with students after they have finished reading a book?

Do you have a reading center in your classroom? Describe what's in it and how it's arranged.
All six of the teachers who have taught elementary age students commented that there were at least several times during the day when their students were free to select books to read. In addition, two mentioned weekly trips to the library, and another mentioned that she was fortunate to have "many shelves of books in the classroom." Student behavior in this choice situation was generally described as "orderly and quiet." However, one teacher wrote:

My students often need guidance and a limited number of choices to cut down decision-making stresses. (#12)

The most frequently mentioned technique for getting students interested in books was reading to them every day. The elementary teachers also mentioned the importance of making trips to the school library, and ordering books through various clubs. One teacher responded that she encouraged her students to use the reading center during their free time. Media such as instructional television, filmstrips, and tape recorders with earphones were also mentioned as sources of motivating interest in books. Writing stories was identified by one teacher as a technique she used to get students into books. Another teacher wrote that she talked with students about their books, and tried to help them match book selections with their interests.
Oral and written book reports and "picture-making" were the follow-up activities used the most by the elementary teachers. They also included the following in their respective responses: discussions, picture sequencing, group murals, retelling, flannel-board activities, and creative writing.

Four elementary teachers reported having reading centers in their classrooms. These are places where books, puzzles, and games can be found. In some cases, a table and chairs mark the territory, and in others the reading center is identified as a "turnable book rack filled with highly motivational books." One teacher mentioned that she also had a puppet theater in the area which also doubled as a reading spot. Two teachers responded that they had books on shelves in their rooms. One teacher wrote:

There are also reading games and puzzles. The children may get a carpet square and sit anywhere they wish to read or play games quietly. (#3)

The responses of those teachers experienced with the secondary age student were also clustered and analyzed concerning the ways in which students are motivated to read. Three secondary teachers reported that there were times during the day when students were free to select books. However, two qualified their responses by stating that there was limited time for the students to go to the
library, mostly they had access during noon time and study halls.
Three teachers did not respond, believing the concern was not
applicable.

Getting students interested in books was addressed by four
secondary teachers in a variety of ways. One teacher has students
share portions of books they are reading, and also provides inde­
pendent reading time every day. Another teacher reported that she
suggests books to students according to their personal interests.
In addition to using *Science World* as a source of interest, a
teacher stated that he frequently assigns oral book reports from
a list of science books provided by the librarian. The last of
the four teachers described how she would introduce a book to her
students as a way of interesting them. Two teachers did not
respond.

Two secondary teachers commented on the question on the
personal survey concerning follow-up activities. One simple
response to the question "What ... do you use with students after
they have finished reading a book?" was "Test." The other teacher
wrote that she had not used anything because she wanted to avoid
any association between reading SSR books and "assignments."
Four teachers did not respond.
None of the six secondary teachers reported having reading centers in their classrooms.

Changes After Ten Weeks (Week 14)

At the end of the study the teachers were again asked to complete the personal survey. With regard to their perceptions of themselves as practitioners, all twelve teachers answered the question:

"What excites you about teaching?"

Responses continued to be characterized as those emphasizing the teacher as observer and those focusing on the teacher as participant. During this final phase of the inservice experience, the comments of five teachers addressed the observation of learning as exciting. For example, teachers stated:

- Seeing students master assigned and difficult tasks. (#2)

- I get excited about teaching when I see kids grasping new concepts and insights about the world about them and about themselves and their fellow human beings. (#5)

Seven teachers' comments seemed to continue to identify aspects of their involvement in the learning process as that which excites them about teaching. Two of these teachers stated that as they interact with their students they are excited by the potential change they can cause in their lives. They commented:
I love changing attitudes! I like the power of influencing impressionable youths, especially when I know how rotten some of their experiences at home are.... I love being challenged and respected. (#10)

Being able to change a person's life through contact that you have with them is an exciting aspect of teaching. I love being surrounded by students and being able to relate with them on subjects in and beyond school. (#11)

During the final phase of the inservice experience (week 14), the teachers were asked to respond again to this question on the indepth interview:

What kinds of outside pressures inhibit you from teaching the way you want to teach?

The number of teachers identifying time as a major factor increased to six. Specifically, the teachers made references to the time that was consumed by other school responsibilities such as yearbook advisor, photography club advisor, time keeping at ball games, and membership on the planning committee for a new school. There was also mention of the lack of time for preparation of lessons. One teacher stated:

I believe time--usually not enough--inhibits me from using as much supplementary material as I would like. (#5)

Another teacher who has obviously experienced some frustrations with the operations of governmental programs commented:
Much of the Chapter 1 job is dictated by the classroom teachers, directly or indirectly. This year I have had total freedom to choose what I teach though. It is the time element I find so frustrating. Today I wasted a half-hour just waiting in the hall. (#11)

At the end of the study, the number of teachers not feeling inhibited decreased to one. Of the variety of factors mentioned by the four remaining teachers, several had not previously been mentioned. These are addressed in the following teacher responses:

The one big thing which inhibits me from teaching the way I'd like is the constant battle that I must fight with the kids to get them to behave and to turn in work. Apathy and immaturity are the two culprits. (#5)

Financial pressures are the greatest inhibitors. There are not enough resources in the library. The students themselves have little extra money for books. (#10)

Teachers' comments in response to the questions concerning how reading is taught were analyzed after ten weeks. As the elementary teachers described the ways in which they built on student experiences, the investigator noted an increase in references to literary experiences. Specifically, sharing time now included the option of telling a story, chart stories were for both reading and writing, and items of interest were explored in books and through discussion.
The elementary teachers' descriptions of how reading is taught in their classrooms placed more of an emphasis on processes rather than on what materials were used. One teacher commented on teaching reading as a unit, and another believed she taught reading "in the directed reading mode, with a lot of interaction and discussion." She continued by stating:

I teach and model the skill aspects and have many extra centers and activities plus books, books, books. (#12)

Two teachers continued with references to the basal reader, but at the end of the study the predominant theme in their comments was "extension activities."

The successful techniques of the elementary teacher appeared to focus more on the interactions in the classroom. One teacher stated he liked sitting on the floor with groups. Another wrote that she was "very pleased" with the way she had been able to record student talk on "story charts." Pairing readers was the most successful technique for one teacher. A teacher wrote:

My most successful techniques are much discussion, future questions, interaction and stretching the imagination. Finding interests and reading the same books as my students help to make more opportunities for interaction. (#11)

At the end of the study, the secondary teachers' comments included more references to connecting students' interests with
books as a way to build on experiences. In science, one teacher described how she tried to relate concepts to everyday occurrences.

The media specialist commented:

As a librarian, I try to assess subject areas in which students are interested and order and display these particular books of interest. I have several students who are experts with the computer, so they have helped me plan an introductory lesson on the computer. They have added ideas. (#6)

All of the secondary teachers responded to the question concerning how reading is taught in their classrooms. This is an increase of two. Four of the responses were of a general nature, but did suggest that recent insights had been gained, for example, one teacher wrote:

I now try to use the material written in the text in a much more effective manner. I try to connect what we've done before with what is new. That is something I thought most of us did naturally. (#2)

Two teachers described the specific processes they used to teach reading.

The number of secondary teachers reporting their most successful techniques increased by two. The variety of ideas identified included journals, pen pals, and demonstrations. One teacher provided more than a single idea as she described the components of vocabulary study she does with her students, and how she
differentiates the study of literature for the low, average, and high classes. One teacher commented:

> I believe my most successful technique is helping the student know what he knows. I will not accept a shrug--an 'I don't know.' I question and rephrase and draw the student out. (#1)

Motivating students to read was the last area of concern in the teachers' perceptions of themselves as practitioners. With regard to times during the day when students are free to select books, there were no changes in the comments of two of the elementary teachers. Three, however, seemed to demonstrate more of a structured approach in this area as evidenced by such statements as:

> Mine are allowed to select books at any time other than instructional time.

> This year's class is hard to move about to select. During seatwork, some may select, or I have many sets of books I may pass to groups for looking.

> There are always books available--we don't have free time every day--I feel many choose books that are too easy (they like to be successful).

The remaining teacher expressed a desire for more of a selection of books.

There were no changes in the comments of two teachers concerning getting students interested in books. There was an increase
in the number of teachers who said they would read to them to accomplish this purpose. Other strategies that were not mentioned in the beginning (week 4) of the inservice experience included showing students the artwork in books, and "inviting different people in to present thing(s) related to reading stories."

There was a change in the nature of the follow-up activities described by the elementary teachers. Of the five affirming that they did use them after children had finished reading books, not one identified book reports (the most frequent response during week four). Activities mentioned at the end of the study and not included previously were: letters to authors, papier-mache characters, shadow boxes, puppets, and mask faces. One teacher said he usually didn't have follow-up activities because he never stopped reading to his students (25-30 books each year).

There were no changes in the elementary teachers' responses about reading centers in their classrooms.

At the end of the study, the responses of the secondary teachers to questions concerning motivating students to read were analyzed. There were no significant changes in the responses addressing the following areas: free time to select books; student interest in books; and follow-up activities. Two teachers did mention beginning attempts to establish reading centers.
Summary: Practitioners

In the beginning (week 4) of the inservice experience, eleven teachers responded to the following question on the personal survey:

"What excites you about teaching?"

One teacher did not respond. The comments of four teachers seemed to evidence an excitement about observing learning. Seven teachers' comments appeared to emphasize the interactive nature of teaching as exciting. At the end of the study (week 14), there was little change in the nature of the comments. However, all twelve teachers did respond. Five commented about observing the learning process as being exciting. Seven teachers focused on interacting with students. In this area there was more of an emphasis on the change that teachers can introduce into their students' lives.

Data on another aspect of the teachers' perceptions of themselves as practitioners was derived from responses on the personal survey to the question:

What kinds of outside pressures inhibit you from teaching the way you want to teach?

During the beginning phase (week 4) of the inservice experience, all twelve teachers responded to this question. Four teachers identified time as a limiting factor. Three teachers remarked that they were not inhibited. The remaining five teachers mentioned a variety of
other concerns including references to the community, class size, other teachers, governmental program guidelines, and the principal.

At the end of the study (week 14), the number of teachers identifying time as a major factor increased to six. The number of teachers not feeling inhibited decreased to one. Of the other factors mentioned by the four remaining teachers, financial resources and discipline related concerns had not previously been mentioned.

Teachers' comments about how reading is taught in their classrooms were analyzed. In the beginning (week 4), six elementary teachers demonstrated an awareness of the importance of oral expression in building on students' experiences. Three teachers described their approaches to reading instruction as eclectic. Two teachers' approaches centered on the basal reader, and one teacher described how she organized for instruction. A variety of successful techniques were identified by the elementary teachers with a focus on positive interactions with students.

At the end of the study (week 14), the elementary teachers' comments about building on student experiences included more references to literary activities. Descriptions of how reading is taught in their classrooms placed more of an emphasis on processes rather than on what material was used. Classroom interactions became more of a prevalent theme as successful techniques were described.
The secondary teachers during the initial phase (week 4) of the inservice course commented about drawing on their students' experiences to introduce new topics. There were varied responses concerning how reading is taught in their classrooms. SSR was identified as a successful technique. As few as two and as many as four of the six secondary teachers did not respond to various questions. Their comments were frequently "N/A" (Not Applicable).

Comments of the secondary teachers at the end of the study included more references to connecting students' interests with books as a way to build on experiences. Generally, the level of response increased, especially concerning how reading is taught and also in the identification of successful techniques.

Motivating students to read was the last area of concern in the teachers' perceptions of themselves as practitioners. At the beginning of the study, the six elementary teachers commented that there were times during the day when their students were free to select books to read. The most frequently mentioned technique for getting students interested in books was reading to them everyday. Oral and written book reports and "picture making" were the most used follow-up activities. Four elementary teachers reported having reading centers in their classrooms.
At the end of the study, three of the elementary teachers appeared to evidence a more structured approach to book selection. This tightening up of procedures appeared to correspond to the approach of both Halloween and Christmas. There was, however, an increase in the number reporting reading to their students to get them interested in books. The nature of the follow-up activities also changed. Not one teacher identified book reports (the most frequent response in the beginning). The described activities appeared to be more creative. There were no changes in the elementary teachers' responses about reading centers.

In the beginning of the inservice course, three of the six secondary teachers reported there were times when students were free to select books. Four teachers commented on ways to get students interested in books. Follow-up activities were addressed by two teachers. None of the six secondary teachers reported having reading centers in their classrooms. However, two teachers did describe the initial stages of beginning the development of a reading center.
Teachers' Perceptions About Their Roles in Instructional Settings

In the Beginning (Weeks 1-4)

The teachers kept daily classroom journals on a bi-weekly basis of their perceptions about the roles they were playing in their respective instructional settings. The following roles were suggested as examples: reporter, model, problem-poser, counselor, diagnostician, systems manager, police officer, experimenter, and consumer. During the first four weeks of the study, the journals of two teachers appeared to represent solely instructional concerns. One teacher expressed frustration with continually having to address the student cry "I don't understand." He described how he begins each class session with opportunities for questions. According to him, this makes it even more difficult for him to understand why the day before a test a student may proclaim "I don't understand." His solution to this problem is "... to explain the concept another time, give more specific examples, and continue the review." The journal of the other teacher focusing on instruction described various aspects of vocabulary study, mainly a "new thing" she started with her "high groups" during the second week of the study. Once a week she is having a "Greek Day" when students learn words with the same root. This teacher also wrote about SSR.
She stated that she believed it was going well. After the silent reading she provides an opportunity for her students to share some of what they've read, and she further commented in her journal that she had observed a slight improvement in their oral reading abilities. This teacher also entered the following parenthetical comment in her classroom journal for the third week:

I am a firm believer in the relationship between good writing and reading comprehension. (#5)

Then on the fourth day of this journal she wrote:

I have a new idea for incorporating writing into my classes. I have obtained large index cards and am going to have them react to stories in various ways. This one was narrated by a boy in the story. I am going to ask them to rewrite a scene from the point of view of another main character. I firmly believe that writing/reading are two sides of one coin. However, I think the discussion questions are meant to be just that. I don't like to have them write out answers to those. They usually do a slip-shod job with them to get them done in a hurry. They seem to put 100% more thought into their answers when pitted against a peer. They also benefit from one another's insight, I feel. The questions are often the "pick apart" sort anyway, which is not the kind of writing I deem most valuable. (#5)

Half of the classroom journals submitted during this phase of the study appeared to reflect role descriptions that were concerned both with instruction and management. Some of the entries that focused on instruction addressed reading specifically. One
teacher wrote about asking the second grade teachers and the
principal about having her remedial reading students at the fifth
and sixth grade level tutor the second graders. She believed this
would help to improve the self-image of the older student. She
reported that permission was "enthusiastically granted." Another
teacher described himself as a role model when he wrote:

    I believe that one of the most effective ways
    of motivating children to read is to read to
    them. Today I finished the fourth Beverly
    Cleary book since the beginning of the year.
    Since then the stock of Beverly Cleary books
    in our library has been noticeably diminished.
    You teach kids by being the example—not tell-
    ing or preaching—just being. (#9)

Instructionally, one teacher described herself as an experimenter.
In her journal completed during the third week of the study, she
commented:

    While teaching a unit on using the card cata-
    log, I thought of a spur-of-the-moment activity
    that I haven't used before. I gave each student
    an old card. They had to name the kinds of
    information on their cards. I gave only five
    questions, so it was easy to correct. I'll try
    this again next year. It worked well. (#6)

Another teacher in the cluster perceiving themselves in both
instructional and management roles, described her approach to
managing small groups. Her ninth grade students were solving
word problems—"... always a difficult territory." She teamed them
up to work the problems, and concluded, "Reading together and talking
through a variety of solutions was beneficial." She also wrote about being a substitute for a writer's workshop class. Writing in journals was part of the lesson. Her final comment in this particular journal entry was "Good timing, I get to do the same thing." Finally, in her journal completed during the third week of the study, this teacher wrote:

'Today, I tried to be a reading teacher. The lesson in geometry contained several definitions and a complex theorem. Instead of introducing the material myself, I had the students first read in class and then answer some basic questions. It was successful. Students learned from reading and also gained insights from each other through the discussion. It was time well spent. (#1)

Management roles identified by the teachers included: record keeper, organizer, janitor (bathroom floor flooded), zookeeper (kitten in the room), stenographer (ditto machine used to copy papers), nurse, and parent.

The remainder of the classroom journals completed during the first four weeks of the study addressed roles in each of three categories. Each journal contained entries describing instructional, management, and discipline concerns. Several of the entries describing instructional situations continued to evidence experimentation with new ideas. One teacher wrote, for example:

I showed slides of people in various situations and asked the students to create something the person would say. They were to use
quotation marks and proper punctuation in each sentence. This worked rather well. (#10)

One teacher described herself as a problem-poser when she discussed with her students how reading relates to writing, math, and English. She also stated that her aide was working on some activities taken from an article read in the English Journal "a couple of weeks ago." Another teacher proclaimed herself a reading teacher when she used a college preparatory book as a resource. Describing herself as an actor, another teacher introduced a short story to her classes by reading the first eight paragraphs to them. She reported using voice changes along with dramatics, and commented:

I think they liked it. It was the first time I orally read to them this year. I plan to do more. (#10)

Role perceptions in this cluster were extended to include specific situations when the teachers thought of themselves as disciplinarians. Therefore, in addition to entries that dealt with instructional and management concerns there were also entries addressing such roles as warden (detention duty), trouble shooter, proctor, security guard (hall monitor), detective, and safety engineer (bus duty).
Changes During the Middle of the Inservice Experience (Weeks 5-10)

During this phase of the study there was little variation in the way the classroom journals were categorized. In other words, in each of the three sets completed there were one or two which focused on instruction, about half described both instructional as well as management roles, and the remainder cited situations in all three role areas: instruction, management, and discipline. It is worth noting that of the twelve journals submitted for the sixth week, six journals included references to the use of the cloze procedure in the respective instructional settings. This followed an assignment when the teachers were asked to design this strategy as it would be appropriate for their use, and then, if possible, to try it with students. Six teachers reported on the results in their classroom journals.

In the classroom journals of an instructional nature, there were comments about improving students' comprehension by "watering-down" difficult sentences, and extending vocabulary development through word family activities. A teacher described this as the "teachable moment," an idea transferred from the inservice sessions. Another teacher wrote about how the word "strategy" had become part of her "working vocabulary." (Inservice sessions had emphasized strategies and practices.) She described a situation
when while grading homework papers, she found herself writing "good strategy" next to a problem several students had solved correctly. Her feelings were good because the students had made connections between similar problems, and because she saw her written comment as a means of providing positive feedback. This teacher also described the benefits of rewording questions, specifically word problems. The use of this procedure enabled the students to "... pick out the important information, decide what operations were necessary, and solve the problem." When students were asked to write their own problems as a homework assignment, there was a lack of completed papers. This teacher reported in her journal that it would be better to "... try writing some together in small groups while still in class." Finally, this teacher described a day that was "... full of observing how students reacted to taking risks." She wrote about encouraging students to try and then being prepared to learn from their successes as well as their errors. Even though she was writing about the teaching of geometry, it was evident she was transferring her new knowledge of the process of comprehending when she wrote:

After re-reading what I wrote (in my journal), I've come to ponder the phrase 'trial and error' as 'guess and check.' The latter is the phrase some math teachers presently use. I think it's better. Guessing and then checking to see if you are correct is not defeating. After all, it was
a guess! But, trial and error—that's a mistake, isn't it? If I try again, I might make another mistake. Soon, I might feel real dumb. Do you suppose some 'deep structure' has begun to surface? (#1)

Half of the journals submitted during the middle phase of the inservice experience continued to describe situations that were concerned with both instructional and management roles. References were made to teaching paraphrasing as a report writing skill in all areas, and not just in English classes. Teaching the vocabulary of computer language was identified as the beginning step in helping students deal with the technology. In a journal submitted for the eighth week, a teacher shared the evolution of an idea. Students had written essays in response to a condensed version of Great Expectations. She had typed and copied portions of two particularly good ones. These were then shared in classes. She wrote:

I was surprised at how motivating this was to both classes. Perhaps I will do this with each written assignment of length. Several students volunteered to read their essays to the class in addition to the xeroxed examples. I have an idea of having students write works of their own choosing and then compiling the best of them in an anthology which I will type and have put in the library. I need to work out the details before I present the idea to the kids. After what happened with the essays, I think they would get excited about the idea of an anthology. (#5)
The same teacher wrote about another idea in the journal she submitted for the tenth week:

I had an idea last night just before I went to sleep. I prepared a 'log sheet' today which I have submitted for xeroxing. I am going to have the kids in my low classes and also in my average class keep a log on the stories they are reading to help them organize their thoughts and the elements of the story. Log Outline--

I. Title  
II. Author  
III. Main Character(s) (Who?)  
IV. Plot (What?)  
V. Setting (When, Where?)  
VI. New Vocabulary Words (5)  
VII. Reaction to the Story (#5)

After experiencing dialog journals during the inservice sessions, a teacher commented in the journal she completed for the sixth week that she had started "reciprocal journals." She expressed concern about the time involved in writing answers to her students, and decided she would try staggering her responses. Several teachers commented on the use of the cloze procedure with their students. One teacher wrote about getting her students ready for the lesson using this technique in her journal submitted for the sixth week. She read them a Halloween story leaving out words the students could supply, and called it the "Missing Word Game." This teacher's journal entry for the next day described how she
adapted a paragraph from a storybook for the cloze procedure. Some of her students had trouble with the activity, but she observed that one student who had read the storybook from which the paragraph was adapted experienced the least amount of difficulty. In other words context was important. Another student's answers weren't the "right ones" but did make sense. In this cluster combining instructional and management roles, one teacher was motivated to observe reading behaviors. He wrote on the second day of his journal submitted for the sixth week:

Today at the beginning of class I had the students read a short section in the book that I wanted to discuss. I observed several different techniques. Some students moved their heads from side to side while others sat still. One student moved his head and his lips. This was a very productive class from a reading standpoint. (#4)

Adaptations of strategies discussed during the inservice sessions continued to appear as integral comments in journal entries. In her journal for the eighth week, a teacher wrote about a vocabulary recognition activity using a "modified cloze" procedure. She also referred to using a "modification of the ReQuest Procedure" after listening to a tape with her students. (The ReQuest Procedure was a strategy discussed during an inservice session as a means of improving comprehension. It uses a reciprocal questioning technique
in an attempt to encourage students to formulate their own questions.) Adaptations of the cloze procedure continued to be cited, for example, one teacher wrote:

I used a variation of the cloze procedure today in the seventh grade. They took some detailed notes on sentences and verbs. I left out some key words and asked them to supply the missing word. Actually, there were fewer of the usual problems that usually occur during note-taking. The kids were more attentive because they kept trying to be the one to come up with the right answer. They also had to listen better so they wouldn't miss the right answers. (#10)

This same teacher made an interesting observation in another entry in her journal for the eighth week. She commented that students' lack of ability to read and follow directions was because "They don't trust their reading skills enough to complete an assignment on their own." She concluded her journal for the week by writing:

I've been pushing Troll books harder. I upped my order from $25 to $48 in a month. I guess getting the kids to read books is worth the hassle of dealing with money and order forms. (#10)

In her journal for the eighth week, a teacher wrote about how her knowledge of questioning levels helped her to plan the lesson for library orientation.
The remainder of the classroom journals completed during weeks five through ten of the study continued to address roles in each of three categories: instruction, management, and discipline. Highlights of the instructional situations included a teacher who wrote about having SSR for the first time. She commented that when the bell rang ending the time, the students wanted to continue reading. The same teacher also wrote about trying ideas from the text for the inservice course. Specifically, this had to do with placing sounds, letters, and pictures on cards for rhyming and sentence work. Another teacher's journal entry for the sixth week seemed to evidence her efforts to bring together what she was being exposed to when she wrote:

Today my classes began reading 'Rikki-Tikki-Tavi.' There has been so much for me to think about lately as far as silent reading and oral reading. I chose for them to participate in oral reading.... Anyway after every few paragraphs I stopped, asked them some literal, analytical, and evaluative questions. ... At the end of the class I told them how pleased I was with their reading and comprehension. They were very pleased also. I noted a certain excitement during the whole class period. I am looking forward to trying the cloze procedure on them tomorrow. (#10)

Disciplinarian roles evidenced little change from those cited during the beginning of the study. However, the number of
entries in the journals highlighting this role did decrease during weeks five through ten.

**Changes After Ten Weeks (Weeks 11-14)**

During the final four weeks of the study there was little variation in the categorization of the classroom journals. One or two addressed solely instructional roles, about half described both instructional and management roles, and the remainder cited situations in all of three role areas: instruction, management, and discipline. Entries that placed the teachers in the role of disciplinarian did appear to increase in the journals submitted for the fourteenth week (November 30 through December 13). Without exception, the teachers wrote about the impact of the impending holiday on the excitement level of their students. Journals during the middle phase of the inservice experience had reflected similar concerns around Halloween.

Journals in all categories continued to evidence an increasing amount of description of reading related activities. When these were new experiences, the teachers appeared to identify them as such, but perhaps what was of greater importance was the teachers' increasing awareness of the value of these activities as they consistently wrote about them in their classroom journals. In
addition to reading related activities and processes, there was an increased use of terminology describing these activities and processes.

A journal with entries focusing on the teacher's various instructional roles included a description of a reading group's trip to the library. The students were exploring biographies. The girls were to select a book on a famous woman, and the boys were to select one on a famous man. They were to write a report, and present it orally, dressed in attire befitting the person. The teacher wrote in his journal, "I told the group not to do a swimmer." The same teacher also wrote about showing a film about *Stuart Little* after he had finished reading his class the book.

In the cluster of journals addressing both instructional and management roles, the teachers seemed to be writing in greater detail about instructional decisions that were made. Generally, included in this narrative were their feelings about what they had done or what they needed to do in the future reflecting on the results of their actions. One teacher specifically referenced a reading she had completed as a source influencing her decision-making. She wrote in her journal for the twelfth week:

> My senior class began a chapter on graphing as a technique to solve problems. The initial example in the book was based upon
the formula: Distance = Rate x Time. D=RT, however, does not appear in the reading material. The authors assume that high school seniors know and can use the formula. Having read the article on 'Comprehension before, during, and after reading' (The Reading Teacher, December, 1982), I knew this may have been a false premise. Therefore, before my students read the section we discussed how you can figure out the distance traveled if you know the speed and time. We also saw how to find the time or speed when distance and the other factor was known. Another informative guide was using charts or tables to help organize the information they have and will generate. From the chart, they can develop the coordinates needed to locate the points on a graph. Of course, there was some basic vocabulary that needed to be reviewed. We did this as a class before the reading. I'm certain it helped them understand the material better and allowed them to transfer that knowledge to graphing situations of their own. (#1)

A teacher's ongoing concern with teaching report writing was described this time in the context of beginning a project on famous people from Ohio with the seventh grade Ohio history class. Her description of her approach evidenced an awareness of the importance of comprehension skills in writing a report. She wrote about first helping all students "extract important information" from a paragraph. Then they practiced their "paraphrasing skills" as they put the information in their own words. The procedure continued with additional paragraphs addressing other concerns. She concluded:
We gave the students quite a bit of structure....
For the next report, we'll allow the students to select their own main ideas for each paragraph. (#6)

Near the end of the study, the journals contained entries that seemed to evidence teachers thinking through their perceptions. One teacher wrote in her journal for the twelfth week, for example:

After reflecting about what you said last night about my growth (in the dialog journal) ... I have found some significant additions to my teaching methods. First, I have been very conscious of providing background experience wherever and whenever possible. I often insert an addition to a lesson and mention that we will talk about it in detail later. Today I shared with one class that in education it's not our memory that is the problem, it's the retrieval. I explained how the acronym BI WAB WAB acted as a retrieval for the 8 members of the helping verb to be (be, is, was, are, been, were, am, being).... I've also stressed to them that their subject and verb choice must make sense. Last year I presented this subject according to rules, but I've found that I'm being more detailed in my presentation this year. I've also used the diagnostic tests before the chapter and after to show the students what progress they have made. (#10)

This same teacher wrote about another insight in her journal for the fourteenth week:

I've discovered a good reason for analyzing sentence structure ... If students can't pick out the subject ... they have no idea what the content of the sentence is ... I think this discovery will give me more conviction and enthusiasm.... If it will help kids read better, it is valuable. (#10)
Finally, this teacher wrote about trying to deal with the excitement about Christmas. She went to the library looking for Christmas stories, records, or films but found it was not equipped in these areas. Her intent was "... to show my students how reading can really brighten their enthusiasm for a subject." She decided on having her class read aloud a short play, and then she wrote:

My dilemma is this: do I have them read silently first as some of the articles I annotated suggested; or do I have them read it cold? It will be hard at this point to keep them quiet during silent reading. (Other teachers told me at the beginning of the year to chalk up the week before Christmas vacation as a loss. I'll see what I can accomplish.) (#10)

At the end of the study, the journals addressing all three roles (instructional, management, and discipline) contained instructional highlights which were of the greatest interest to the investigator. One teacher who had consistently written detailed journals seemed to be including more terminology describing her activities along with more reflective comments. She wrote about "vocabulary development lessons," first graders having a "limited cloze worksheet," working with "phonograms," and using "context" to fill in the missing words in sentences. She considered an activity she did with her first graders as an adaptation
of a strategy we had studied during several inservice sessions.
The teacher identified her version of the strategy as "an oral
structured overview." It is basically an overview or readiness
practice designed to organize concepts before, during, and after
reading. The teacher had used the structured overview with story
titles to predict content. Her reflective comments included:

   My 2 groups of second graders are getting
   farther apart all the time!

   There really are so many things to learn that
   we perhaps don't realize or think most kids
   know....

   When I think of the first time we tried to
   number a calendar for September--wow! We are
   making progress. (#7)

Another teacher wrote about the difficulties involved in working
with another teacher to plan an inservice session for their peers
on reading in the content areas. Apparently there were some dif­
erences in opinion as to what was to be presented. In her journal
for the twelfth week, the teacher wrote:

   I finally got very specific with the other
   reading teacher, but I don't fool myself that
   she will change. At least she was a little
   less adamant. (#11)

In the journal submitted for the fourteenth week, the teacher wrote
about the "specifics" of the content to be presented. Her presenta­
tion on vocabulary development was to include structured overviews,
webbing, and the cloze procedure "with variations for different levels." She was also planning to make up folders containing examples for each content area. In addition to the application of particular strategies and practices, a teacher wrote about the beginning stages of implementing her major project with her classes. Her content dealt with applying congruent triangles with high school geometry students (grades 9-12). The design of her project evidenced an understanding of the inservice course content, specifically by matching strategies with content to be taught. In her journal for the fourteenth week she elected to write about the initial use of the project:

'I started my unit on applying congruent triangles. Everything went really well. While looking at the structured overview, students were able to generate a lot of information. As we moved down the structure, I repeated that each was a polygon, a quadrilateral, and students pointed out what appeared to be special characteristics. After reading the first section, the students recalled the properties of the parallelogram. They came up with all of them. Then we went back to the text and identified which information came from the definition, the theorems, and the corollaries. The classes were terrific. (#1)

Summary: Roles

The teachers kept daily classroom journals on a bi-weekly basis of their perceptions about the roles they were playing in
their respective instructional settings. As the teachers became more familiar with journal writing, the specific role focus became an integral part of the narrative describing daily situations they had selected to write about. In general, over the three phases of the inservice course, the journals could be clustered, according to content, around three major role categories: instructional, instructional and management, and instructional, management, and discipline. These categories represented the concerns the teachers addressed in their journals. Variations of numbers of journals assigned to each category over the fourteen weeks was not the significant issue. What was important to note were the refinements that occurred within each category, especially with regard to instructional concerns.

During the first four weeks of the inservice course, teachers were referring to themselves as "experimenters" as they tried new ideas. These included: using roots to develop vocabulary, rewriting scenes from the point of view of another main character, establishing cross-age tutoring, identifying information on cards from the card catalog, teaming students, writing quotations to go with pictures of people, and reading to students. The journal seemed to be a place to note new ideas and how they worked. Beyond this, references to reading related activities and processes
were isolated and at a minimum. One teacher initiated topics, vocabulary study and SSR, that she continued to comment on throughout her seven classroom journals.

In the middle of the inservice experience, half of the classroom journals evidenced references to the use of a technique that had been introduced during an inservice session. There was an increase in connections between ideas presented by the investigator and comments by the teachers as they responded through application of a particular concept. At a minimum it concerned the use of certain vocabulary words. Specific processes became identified as beneficial as journals began to reflect their use. The teachers' comments showed that they were solving some problems by writing about them. Descriptions of difficult situations were concluded with how they might be approached differently the next time. Teachers also wrote about their observations. New ideas continued to be identified along with ongoing areas of interest. These included: making student books, beginning SSR, initiating dialog journals, organizing information about books read on a "log sheet," using questioning levels, and report writing. Adaptations of ideas appeared to occur more frequently. The text for the inservice course was also identified as a source of ideas by one teacher.
During the final four weeks of the study the classroom journals continued to evidence an increasing amount of description of reading related activities. In addition, there was an increased use of terminology describing these activities and processes. Generally, the journals more consistently contained information about reading as an integral part of classroom activity. The narratives contained greater detail about instructional decision making. In this regard, readings done in the professional journals were referenced as a source of information. Applications of the ideas from the inservice course included adaptations and one teacher shared her planning as she prepared to lead an inservice for her peers on vocabulary development.

Summary of Results

The changes in twelve experienced teachers' perceptions and reported practices as they attempted to integrate developmental reading ideas and techniques in their thinking were analyzed using a variety of sources. Data was obtained from the following: two indepth, open-ended written personal surveys, four statements of philosophy, dialog journals, seven classroom journals, thirteen precis (concise summaries), major project presentations, and investigator notes and observations about all of the above. During
the study, all teachers shared the common experience of a fourteen week inservice course in Advanced Developmental Reading.

Five categories of change emerged from the scrutiny of the data. Changes occurred within each of the identified categories. The nature of these changes will be reported by category.

(1) Teachers' perceptions about the nature of reading and how it is taught.

Statements of philosophy by the teachers reflected both an understanding of what reading is and how it should be taught. At the beginning of the study, the teachers evidenced a concern with definition or instructional procedures, but not with both. After the inservice course most of the teachers could articulate a philosophy that defined reading and made explicit the accompanying practices.

(2) Teachers' interpretations and ways of construing significance of content in professional journals.

Reflection and introspection appeared to be more evident as teachers commented on how the ideas they were reading about, or similar ones, had been implemented. They frequently explained why ideas were relevant or significant to them. During the initial weeks of the study, comments were characterized as literal responses; that is, "Yes, I liked these ideas" or "No, I didn't like these ideas." During weeks five through ten the teachers' comments
reached the level of interpretation focusing on adaptability and adoptability of ideas. Finally, comments were extended to a higher level, with the inclusion of critical and creative responses.

(3) Teachers' perceptions of themselves as learners.

Recent changes in teaching practices, attitudes, and thinking were reported by the teachers. The inservice course was identified as the source of change, especially as it contributed to the teachers' knowledge of reading and the developmental nature of the process. Reading articles in professional journals and the completion of precis were identified as some of the most valuable aspects of the inservice experience. Opportunities for sharing, the major project presentations, and the applicability of the strategies and practices were also highlighted by the teachers. The non-threatening learning environment of mutual inquiry supported the teachers as learners.

(4) Teachers' perceptions of themselves as practitioners.

The interactive nature of teaching was exciting for the teachers. Several also mentioned the excitement that comes from observing learning. There was little change in these points of view throughout the study. However, at the end of the inservice course, the teachers' perceptions of themselves as practitioners
emphasized the potential change they could introduce into their students' lives.

The elementary teachers' approaches to the teaching of reading evidenced an awareness of the importance of oral expression. At the end of the study, this was complemented by more references to literary experiences. There was also an increased emphasis on processes rather than materials used, and classroom interactions were more frequently mentioned as successful techniques were described.

Secondary teachers were more responsive to issues related to reading instruction. At the beginning of the study, these practitioners identified many of these items as "not applicable." More references were made to connecting students' interests with books as a way to build on experiences.

Reading to students every day was the most frequently mentioned technique for fostering interest. At the end of the study, the number of teachers using this practice had increased to include all twelve to varying degrees. Follow-up activities also appeared to be more creative with not one teacher mentioning book reports.

(5) Teachers' perceptions about their roles in instructional settings.

Translating ideas into practice was a major theme of teachers' descriptions of themselves in instructional settings. Adaptations
of ideas presented during the inservice course were frequently cited as an integral part of detailed narratives on daily practices more reflective of reading related activities. Alternative strategies were sometimes identified "on the spur-of-the-moment." Teachers' perceived of themselves as decision-makers and shared their thinking when these situations evolved. During the inservice course, teachers' perceptions of themselves moved from experimenters to implementers. Trying new ideas seemed to be based more on purpose and reason rather than on trial and error.
Summary of the Study

The purpose of this study was to identify and describe the variances in perceptions and reported practices of experienced teachers as they attempted to integrate developmental reading ideas and techniques into their thinking. The teachers completed a personal survey in the beginning and at the end of a three month inservice course. Other sources of information during the experience included: statements of philosophy concerning the teaching of reading, classroom journals, precis (concise summaries) completed on self-selected readings, applications of various strategies/practices presented during the sessions, and investigator notes and observations about all of the above. The data were analyzed for patterns of change in perceptions and reported practices during the fourteen weeks of the study.

The orientation of the teachers' perceptions about the nature of reading and how it is taught changed during the study. There was a shift from a focus on only instructional concerns to a
broadened understanding of the nature of the reading process, along with statements on how it should be taught. At the end of the study, the teachers' statements were written in an integrated style, perhaps evidencing the way in which they were articulating a philosophy that now not only defined reading, but made explicit the accompanying practices. The teachers were placing a greater emphasis on the importance of meaning in the reading process, and fostering reading as an enjoyable activity.

The teachers' interpretations of content in professional journals developed and extended points of view. Initially, responses were literal and lacked evidence of inferential thought processes. After perhaps reading enough to begin commenting on significance, the teachers began by addressing the potential adoptability and adaptability of ideas they were encountering in their readings. They were more conscious of relationships between and among ideas, authors, and experiences. Critical and creative responses characterized the highest level of interpretation achieved. The teachers' manner of dealing with the content seemed to become both a data driven and a concept driven process of comprehending.

Teachers' perceptions of themselves as learners acknowledged recent changes in teaching practices, thinking, and attitudes. All
of the teachers cited the inservice experience as the source of change, especially by contributing to their knowledge about reading as a developmental process. As adult learners, the teachers identified reading articles in professional journals and the completion of precis as two of the most valuable components of the inservice experience. This reading and writing seemed to cause teachers to reflect upon their basic priorities and analyze connections to the ongoing activities of their respective instructional settings. The exchange of information among peers also influenced the teacher. The teachers perceived the learning environment to be supportive of inquiry rather than one where knowledge is transmitted and conformity to it is evaluated.

As practitioners the teachers were excited about the interactive nature of teaching. At the beginning of the study the elementary teachers demonstrated an awareness of the importance of oral expression in building on students' experiences to teach reading. These perceptions were enhanced after fourteen weeks by more references to literary experiences along with an increased emphasis on processes rather than on what material was used. The most frequently mentioned technique for getting students interested in books was reading to them every day. The number of teachers reporting use of this practice increased at the end of the study.
to include all twelve. Follow-up activities appeared to be more creative, with a shift away from oral and written book reports. On the other hand, the secondary teachers initially perceived questions relative to reading practices as "not applicable." However, at the end of the study, their level of response increased, especially concerning how reading is taught, along with the identification of successful techniques. More references were made to connecting students' interests with books as a way to build on experiences.

The teachers' perceptions of themselves in instructional settings were also analyzed. Initially, this occurred from the viewpoint of specific roles. As the teachers became more comfortable with writing in classroom journals, the role focus became an integral part of the narrative describing daily situations. Teachers during the first four weeks referred to themselves as "experimenters." The journal was a place to note new ideas and how they worked. Descriptions of difficult situations were concluded with how they might be approached differently the next time. References to reading related activities and processes were isolated and at a minimum. During the middle phase of the inservice course, there was an increase in connections between ideas
presented by the investigator and comments by the teachers as they responded through application of a particular concept. New ideas continued to be identified and included: making student books, beginning SSR, initiating dialog journals, organizing information about books read on a "log sheet," using questioning levels, and report writing. Adaptations of ideas were described more frequently. At the end of the study the classroom journals contained an increasing amount of description of reading related activities which included specific terminology as references were made to activities and processes. Generally, reading was more frequently depicted as an integral part of classroom activity. The readings that had been done in the professional journals were referenced as a source of information influencing instructional decisions.

Discussion of the Study

The questions originally asked:

(1) Did change really occur?
(2) Can changes found be linked to the stages of development reported in the literature?
(3) What components or principles underlying the inservice program seemed to contribute to changes in the teachers' perceptions and reported practices?

can thus be answered within the limitations of the research design.
(1) Did change really occur?

Data obtained from two indepth, open-ended written personal surveys, four statements of philosophy, dialog journals, seven classroom journals, thirteen precis (concise summaries), major project presentations, and investigator notes and observations indicate that all of the teachers changed in some way during the fourteen weeks of the study. One teacher did have K-12 reading certification at the beginning of the inservice experience. In her fourth year of teaching, she had enrolled in the course as a "refresher." The data evidenced a refinement in her thinking, practices, and attitudes. She reported specific changes in practices which included vocabulary development using the roots of words (Greek and Latin), and the development of a story log to help students organize information about the stories they were reading.

The teachers' statements of philosophy concerning the teaching of reading changed from an orientation to product to an increased awareness of process related to concomitant outcomes. There was an increased emphasis on the importance of meaning and fostering reading as an enjoyable learning experience. Terminology such as "subskills" and "holistic" had become an integral part of the teachers' written conceptualizations. One teacher's
efforts seemed to reflect a renewed intensity as she wrote about "trying to find the key that locks away their understanding."

Another teacher commented about "a new feeling for language experience and writing it for the children to read."

Teachers' interpretations and ways of construing significance of content in professional journals changed dramatically during the inservice course. At the end of the tenth week of the study, the teachers' responses to this content addressed the actual application of these ideas. Their comments began to describe how they had implemented similar activities or addressed comparable concerns as those presented in the articles. During the initial stage of the study, written responses had been generally limited to expressing an interest in the ideas encountered. Addressing the potential adoptability and adaptability seemed to initiate the transition for the teachers to a higher order level of response. During weeks five through ten, the teachers' comments began to include references to relationships or connections. These addressed links between ideas read about and content presented during the inservice sessions, authors, and ideas studied at an earlier time. Several teachers also selected to read about the same topic on successive weeks. At the end of the study, content became significant as it related to individual teachers'
respective points of view. References were made to previously held beliefs being reinforced, and to similar experiential contexts that either served to support or refute an idea presented in an article. Teachers were reflecting on their own instructional situations as a result of having read particular articles. Increasingly teachers applied teaching concepts to their own instructional settings as personal insights were gained. The critical and creative responses evidenced at the end of the study, in juxtaposition with the literal comments demonstrated during the beginning phase of the inservice course, confirmed the dramatic changes which occurred in teachers' interpretations.

Teachers' perceptions of themselves as learners highlighted recent changes in their thinking, practices and attitudes. At the beginning of the study, university course work and other teachers were identified as major sources of change. After experiencing the inservice course, the teachers commented positively on the value of reading and writing about the content in professional journals. They also continued to recognize the importance of sharing among teachers. In fact, this was the one item mentioned both before and after the study as a worthwhile means of learning. As learners, the teachers recognized the applicability of the strategies and practices presented during the study. Perhaps the
most significant change resulted from the efforts of the investigator to establish a non-threatening learning environment of mutual inquiry. The teachers' perceptions of themselves as learners shifted from a pedagogical orientation to one which acknowledges the adult as a learner (andragogical). The inservice program caused them to analyze their professional judgments and draw from their own classroom experiences. A teacher stated this most simply when she wrote "...activities offered in the class helped teachers to think about what they are doing to teach and how they are going to break it down for the students to digest."

Teachers' perceptions of themselves as practitioners focused on two basic issues: how the teacher viewed teaching in general, and specifically, how they taught reading. The teachers were most excited about the interactive nature of teaching. This point of view evidenced little change throughout the study. However, the teacher as a source of change for the student was emphasized to a greater degree at the end of the inservice experience, specifically with regard to "changing attitudes" and "influencing impressionable youths."

The elementary teachers' approaches to the teaching of reading were complemented by more references to literary experiences,
and an increased emphasis on processes rather than materials. The successful techniques of the elementary teachers focused more on interactions in the classroom.

The secondary teachers became more responsive to issues related to reading instruction. More references were made to connecting students' interests with books as a way to build on experiences. These teachers reported changes in their use of text material. Generally, comments attested to more effective approaches. Making explicit that which most take for granted was an accomplishment for the secondary teachers as demonstrated by the teacher who wrote, "I (now) try to connect what we've done before with what is new." There was an increased emphasis on helping students know what they know through questioning, rephrasing, and "drawing out the student."

Reading to students every day was identified more frequently by both elementary and secondary teachers as a technique for fostering student interest. Follow-up activities appeared to be more creative as they extended the students' relationships with books experienced.

Teachers' perceptions of themselves in instructional settings confirmed the data which emerged in the other categories of change. There was evidence of the teachers' belief systems as they were
impacting on instructional practices. Ideas gleaned from both
the inservice sessions and the professional readings surfaced
as integral parts of the narrative in the classroom journals.
Teachers' perceptions changed from an isolated role orientation
to a focus on the instructional interaction. Translating ideas
into practice accompanied by the related thinking processes be­
came the major theme. Reading related activities were more con­
sistently described as integral to instruction rather than as
singular events when a teacher perceived of himself or herself as
a reading teacher. Teachers' perceptions of themselves changed
from experimenters to implementers as trying new ideas was based
more on purpose and reason rather than on trial and error.

In summary, the following changes occurred:

- the teachers' statements of philosophy concerning the
teaching of reading changed from an orientation to pro­
duct to an increased awareness of process as it relates
to outcomes;

- the teachers' interpretations of content in professional
journals addressed the actual application of ideas as
opposed to an expression of interest in ideas encountered;

- the teachers' perceptions of themselves as learners shifted
from a pedagogical orientation to one which acknowledged
the adult as a learner (andragogical);

- the teachers' perceptions of themselves as practitioners
emphasized to a greater degree the change teachers can
introduce into students' lives;
- the elementary teachers' approaches to the teaching of reading were complemented by more references to literary experiences;

- the secondary teachers became more responsive to issues related to reading instruction; and

- the teachers' perceptions of themselves in instructional settings changed from an experimental orientation to one of implementation as new ideas were tried based on purpose and reason rather than on trial and error.

(2) Can changes found be linked to the stages of development reported in the literature?

The increasing attention to teachers as learners has produced research resulting in hypothesized stages of development for experienced teachers (see Chapter II). These hypothesized stages of teacher growth are considered when providing a rationale for various types of inservice education programs.

The present study described the changes a group of experienced teachers instituted in their perceptions and reported practices as they attempted to integrate developmental reading ideas and techniques into their thinking. These teachers shared a fourteen week
in-service education experience which was not designed for teachers at any particular stage of development. Nevertheless, it is possible, in retrospect, to speculate about the twelve teachers' developmental stages (as described in the literature) at the beginning and end of the study from the data gathered during the fourteen weeks of the inservice experience.

**Stages of Development in the Beginning**

On Hall's *Stages of Concern About Innovations*, the teachers at the beginning of the study could be described as being at **Stage 1** (Informational) and **Stage 2** (Personal), that is, they had a general awareness about developmental reading ideas, and were interested in learning about these techniques in more detail. They had more of a self focus to their concerns. One teacher who did have her reading certification K-12 could be described as being at **Stage 3** (Management). This was because of her consistent concern, especially evidenced in classroom journals, with organizational issues such as time, specifically for grading papers.

In terms of Hall's *Levels of Use* categories, the majority of the secondary teachers at the beginning of the study were at **Level 0** (Nonuse). The elementary teachers would be classified as **Level III** (Mechanical Users) since most of their effort was expended on short-term, day-to-day use with little time for reflection.
Stages of Development at the End of the Study

The teachers who had been described, using Hall's Stages of Concern, as being at Stages 1 (Informational) and 2 (Personal) shifted to Stages 4 (Consequence), 5 (Collaboration), and 6 (Refocusing). They had become more concerned with trying to help their students find the "keys" to understanding. The teachers also recognized the value of sharing information with one another. (The teachers who probably gained the most in this regard were three individuals who shared a ride to and from the inservice sessions. The round trip was about two hours, and journals frequently contained references to discussions that had occurred enroute and on the way home.) At the end of the study, teachers' written comments evidenced how strategies and practices had been improved upon through adaptations or modifications.

Initially, the teachers had had more of a self focus to their concerns. Throughout the middle phase of the inservice course, it became more of a task focus, and ultimately, at the end of the study, there was more of a focus on the learning process itself.

The secondary teachers had been described as being at Level 0 (Nonuse) on Hall's Levels of Use at the beginning of the study. After fourteen weeks, these teachers had shifted to Levels IV A (Routine) and IV B (Refinement). Techniques that could be used
with ease had been identified and were reported to be in use. The teachers experiencing the most growth in this cluster were already making changes in practices and strategies they had encountered as a means of increasing learning outcomes. The elementary teachers had moved from Level III (Mechanical Users) to Level IV A (Routine) and IV B (Refinement). Some of these teachers had reidentified a worthwhile idea and reported integrating it into their established procedures. Others in this cluster reported extending their program to be more comprehensive and thereby increase outcomes. One specific emphasis was developing the relationship that exists between reading and writing.

The following changes can be linked to the stages of development reported in the literature.

- the teachers developed from a self focus on their concerns, to a task focus, and ultimately, more of a focus on the learning process itself;

- the secondary teachers shifted from virtually a nonuse status to a stage that evidenced routine consideration and refinement of techniques; and
- the elementary teachers developed beyond mechanical use of techniques to a stage of refinement that evidenced an increased awareness of the interrelatedness that exists among the communication skills.

(3) What components or principles underlying the inservice program seemed to contribute to changes in teachers' perceptions and reported practices?

The purpose of this descriptive study was to discern and describe the changes in perceptions and reported practices of experienced teachers as they attempted to integrate developmental reading ideas and techniques into their thinking during a fourteen week period. Since it was not an experimental study and no treatment was administered to either an experimental or control group, causes for the changes found and described cannot be positively identified. However, since change did occur for the group of twelve teachers, and since change seemed to progress from lower
to higher stages of development, it is legitimate to speculate about reasons for the change.

The inservice program, though not an experimental treatment, was a common experience shared by all of the teachers. Particular features or principles of the inservice program might have contributed to the changes in the teachers' perceptions and reported practices discerned and described in the study. These features include:

(1) the Principle of Articulation
(2) the Principle of Reflection
(3) the Principle of Verification

(1) **The Principle of Articulation**

The purpose of the writing experiences in the inservice program was to create the necessity for a new analysis of one's thinking. Because writing demands that concepts be forced into linear patterns, the act implements thinking skills. This conscious manipulation of thoughts seemed to increase the teachers' understandings of concepts presently stored in their memory. Previously hidden generalizations motivating behavior were recovered by the teachers during the memory searches requisite when writing.

Writing also provided an opportunity for a new synthesis. In this regard, writing was a creative act as the teachers discovered
thoughts never before suspected. In some cases, it was a new synthesis of old ideas or thoughts previously existing, but not connected. In other cases, it was a new formation or a new interpretation.

Helping teachers to know their thoughts is essential to self-directed learning, a basic principle of adult learning theory (Knowles, 1978). Writing evidenced the teachers' thoughts on paper, and was the stepping off point for analyzing options, discovering new ideas, and at the same time becoming more conscious of the skills involved in thinking through an idea.

(2) The Principle of Reflection

A specific feature of the inservice program which may have contributed to the teachers' changes was the keeping of classroom journals. These seemed to help the teachers to become more conscious, through language, of what was happening to them, both personally and academically. Experiences were clarified and questions were raised in the content of these journals. The teachers made references to "spur-of-the-moment" ideas and decisions that had been made. The personal, exploratory writing done in the journals seemed to promote introspection and speculation. Here again, this self-knowledge is key in providing motivation for
whatever other knowledge is sought in self-directed learning whether in collective or individual experiences.

Personal comments in the precis also provided an opportunity for the teachers to write about their awareness of meanings that had been discovered and their understandings of this knowledge. This metacognition, or knowing what you know and how you know it, can be compared to cognition which refers to using knowledge possessed. The teachers' writing in a variety of sources evidenced how they were taking steps to understand and learn. They seemed to be more aware of their own cognitive capacities and how to direct the associated processes. Simply the fact that writing takes time and is represented graphically seems to suggest that it may be a means of further extending human consciousness.

(3) The Principle of Verification

At the beginning of the study, the teachers were described as having a general awareness about developmental reading ideas, and were interested in learning about these techniques in more detail. Hall identifies these stages of development as Informational (Stage 1) and Personal (Stage 2) on his Stages of Concern About Innovations. It could be said that these teachers were in a state of preparation, but at the same time concerned about how the use of the ideas encountered would affect them. From these stages in
the thought processes, illumination and verification usually follow. In these stages of articulation and verification, writing seemed to be particularly powerful in developing heuristic thinking in the teachers.

Throughout the fourteen weeks of the study, the teachers read content from professional journals and other sources. Because of the intensive reading that was completed, especially in the journals, the investigator assumed that the teachers were reading enough to respond to the expectation of writing about meaning in the form of precis (concise summaries). These readings could have been the stimulus for the verification or formulation of intuitive perceptions, which were examined objectively, learned from, and perhaps even rejected. Precis, as a form of response, complemented this selection and rejection process. Precis writing appeared to be a powerful instrument of thought for the teachers because of its integrative features. As a sequential chain of connections were synthesized in these summaries, a
self-reviewing structure increasingly seemed to cause the teachers to reflect on their respective instructional settings. Through writing about what had been read, the teachers seemed to have a means for verifying or modifying their perceptions as a precursor to change.

In summary, the components of the inservice program which seemed to contribute most to the changes in the teachers were:

- the writing of statements of philosophy created the necessity for a new analysis of one's thinking and increased the understanding of concepts stored in memory;

- the keeping of daily classroom journals promoted introspection and speculation;

- the reading of professional journals stimulated the verification or formulation of intuitive perceptions; and

- the writing and commenting on the content in the professional articles provided a means for modifying perceptions as a precursor to change.
The teachers in the study did change as indicated by their responses which have been reported at length. Although they were at different stages of development at the beginning and seemed to progress sequentially to higher levels during the fourteen weeks of the study, the inservice program was not designed to move them from any one developmental stage to another. The intent of the program was to provide a time for teachers to integrate developmental reading ideas and techniques into their thinking as a precursor to changing their teaching of reading. The program attempted to achieve this purpose by:

- supporting the teachers in the self-examination of their existing knowledge and practice as a prelude to self-directed learning;

- guiding reflection on the nature of reading and thinking;

- guiding analysis and integration among theory and research and experience on reading related concerns and issues;

- examining strategies and practices for developing vocabulary, comprehension and the role of literature in the instructional setting;

- giving the teachers time to analyze, present, discuss, and synthesize the experiences they were having;

- organizing learning around life-like situations;

- helping the teachers to reflect upon their real experiences in instructional settings;

- giving the teachers an opportunity to get to know each other as learners; and
- structuring a learning environment for the teachers where knowledge was accessed in an atmosphere of mutual inquiry.

Because the teachers changed in perceptions and reported practices as they attempted to integrate developmental reading ideas and techniques into their thinking, the components or principle features of the inservice program in which they participated might be construed as being influential in promoting this change. However, since this was a qualitative study, explanations for the changes found can only be hypothesized for further research.

The descriptive research design was chosen for the study so that the kinds of changes made in teachers' perceptions and reported practices about developmental reading ideas and techniques within a fourteen week period of time could be discerned and described. The investigator was interested in the nature of the teachers' responses to the content they were encountering, as revealed through a variety of sources of data. Information was collected on a regular basis throughout the inservice program. All data were assembled, read, and analyzed for each teacher, using the same systematic procedure. However, the most productive sources seemed to be the precis and classroom journals. Other data (statements of philosophy, personal surveys, dialog journals, major project presentations) were more conceptually driven. All the sources,
however, contributed to the total array, yielding a richness of response.

Implications for Further Research

The present descriptive study was able to discern and describe changes in teachers' perceptions and reported practices in a particular subject area. The nature of the changes seemed to be in the direction of the stages of development hypothesized in the teacher growth and development literature, specifically with regard to the concern about and use of a particular "innovation." In addition, the teachers seemed to become more reflective upon their basic priorities as they analyzed connections to the ongoing activities in their instructional settings. Indepth reading, writing, and talking about content appeared to facilitate the teachers' verification, modification, or rejection of what may have previously been only intuitive beliefs. The teachers' perceptions of themselves changed from experimenters to implementers as new ideas seemed to be based more on purpose and reason rather than on trial and error. The teachers appeared to become more analytical and articulate, two components critical to effective self-directed learning. The teachers were neither asked nor required to change, and the inservice program was not designed to move them from one stage of development to another. Yet these
changes seemed to occur for the teachers during the fourteen weeks of the study. These findings, then, pose several questions for further research:

(1) Is there an experiential match with the nature of change in teachers' perceptions and reported practices?

(2) Which of the unique features or principles of articulation, reflection, or verification would have the most long-term effect for experienced teachers in their classrooms?

(3) Can inservice programs based on the principles of articulation, reflection, and verification cause experienced teachers to change perceptions and reported practices of teaching subject areas other than developmental reading?

(4) How would teachers' perceptions and reported practices match their actual behavior in the classroom?

(5) To what degree are described changes in teachers' perceptions and reported practices long lasting?

The answers to these questions can be addressed through qualitative and quantitative research. If change for experienced teachers can be influenced by the principles of articulation, reflection, and verification, then inservice programs can be designed that will acknowledge the self-directed learning need of the adult learner. It is this aspect of adult learning theory that becomes a major factor in both individual and collective experiences. Inservice education research has placed an emphasis on delivery systems and specifically how knowledge is transmitted. The findings
and questions raised by the present research suggest that teacher education might benefit from a continuing investigation of the nature of change among experienced teachers and the concomitant program features or principles. If analytic reflection and the ability to articulate are important as teachers' perceptions and reported practices are changing, then programs including components such as those in the one experienced by the teachers in this study might serve as useful models for future inservice and teacher education programs.
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APPENDIX A

DEVELOPMENTAL READING

SYLLABUS
Syllabus

Nancy Ann Eberhart
Phone: 466-2979 (Office)
457-7308 (Home)

A. EdE 569, Advanced Developmental Reading

B. Credits: 4 semester hours

C. Catalog Description: The psychological and sociological basis in reading. Attention to linguistics, materials, skills, literature, and evaluation. The first course designed to prepare specialists in reading.

D. Course Goal: To provide a background in the strategies and practices designed to improve reading.

E. Course Objectives: Participants will, by the end of the course, give evidence of the following:

1. Knowledge
   a. Knowledge of the factors that influence the process of learning to read.
   b. Knowledge of the advantages and disadvantages of various approaches, methods, materials and strategies in the testing and teaching of reading.
   c. Knowledge of the advantages and disadvantages of various classroom organizational plans followed for reading instruction.
   d. Knowledge of the developmental, corrective and remedial components of a reading program.
   e. Knowledge of diagnostic procedures, methods, materials and strategies for testing and teaching reading.
2. **Skills**
   
a. Participating actively in discussions on the reading process and practical applications in the classroom.

b. Participating actively in discussions on the factors that influence learning to read.

c. Participating actively in discussions on emerging concepts and innovations in the teaching of reading.

d. Studying advantages and disadvantages of different approaches to teaching reading.

e. Giving evidence weekly of using a specific technique for teaching reading.

f. Giving evidence of ability to use specific diagnostic techniques, informal and formal.

g. Compiling ideas for stimulating interest in reading in the classroom.

h. Studying and evaluating various reading materials.

i. Analyzing the advantages and disadvantages of various organizational plans for teaching reading.

j. Giving evidence of ability to develop a unit of content using a variety of strategies and practices designed to improve reading.

3. **Attitude**
   
a. Demonstrate interest and professionalism by active participation in class.

b. Demonstrate initiative and resourcefulness in completing assignments.

c. Demonstrate an open and positive attitude toward suggestions.
4. **Values**
   
a. Demonstrate respect and concern toward colleagues.

b. Indicate self-value through initiative and self-evaluation.

c. Demonstrate respect for every student as a unique, worthwhile human being capable of fulfillment.

5. **Course Topics**

Please note that the information in parentheses refers to a section in the Tierney et al. text that should be reviewed when the respective topic is being discussed.

a. Reading Programs in Today's Society

b. Understanding the Nature of Verbal Communication

c. Understanding the Thinking and Reading Processes

d. Principles of Analytical Teaching Through Standardized Tests (Part 1, Units 7 & 8; Part 2)

e. Strategies for Analytical Teaching Through Informal Tests

f. Strategies for Developing Readiness for Reading Instruction

g. Strategies for Guided Reading Development (Part 1, Unit 3)

h. Strategies for Reconstructing Meaning (Part 1, Unit 1)

i. Strategies for Vocabulary Development and Word Recognition (Part 1, Unit 6)

j. Developing Strategies for Content Area Reading (Part 1, Unit 2)
5. Course Topics (continued)

k. Developing Strategies for Literature Reading (Part 1, Unit 4)

l. Strategies for Pupils with Special Needs

F. Instructional Procedures: Demonstrations, simulations (teaching techniques), lecture, discussion

G. Evaluation Criteria:

1. Active participation in class
2. Submission of assignments
3. Presentations in class

H. Text

Developmental Reading

Major Project

. Select unit of content

. Identify level

. State knowledge objectives

. Develop activities using a variety of strategies and practices

. Place activities in the context of an instructional framework

. Show how activities could be varied for the following purposes:
   remedial
   corrective
   developmental
The Teacher/Subjects

#1 Secondary Teacher - math
15 years experience
No previous graduate study

#2 Secondary Teacher - science
6 years experience
21 hours of graduate study
No graduate courses in reading

#3 Elementary Teacher - first grade
20 years experience
40 hours of graduate study
20 hours of graduate reading courses

#4 Secondary Teacher
7 years experience
No previous graduate study

#5 Secondary Teacher - reading and science
4 years of experience
16 hours of graduate study
No graduate courses in reading, but had reading validation from undergraduate work

#6 Secondary Teacher - media specialist
6 years experience
20 hours graduate study
4 hours of graduate reading courses

#7 Elementary Teacher - Chapter I Reading
5 years experience
9 hours graduate study
No graduate courses in reading

#8 Elementary Teacher - second grade (on leave)
6 years experience
4 hours graduate study
No graduate courses in reading
#9 Elementary Teacher - third grade  
6 years experience  
30 hours graduate study  
No graduate courses in reading

#10 Secondary Teacher - English  
2 years experience  
9 hours graduate study  
No graduate courses in reading

#11 Elementary Teacher - Chapter I Reading  
6 years experience  
No previous graduate study

#12 Elementary Teacher - second grade  
5 years experience  
No previous graduate study
APPENDIX D
DEVELOPMENTAL READING
PERSONAL SURVEY
Developmental Reading
Teacher Information

Name ____________________________________________________________

School __________________________________________________________

1. How many years have you been teaching?

2. Please list the grade levels you have taught with the number of years at each level.

3. Where did you do your undergraduate work and what degree did you receive?

4. How much graduate study have you completed? (Please include in your response reading validation, reading certification, and additional degree if appropriate.)

5. What graduate courses have you taken within the past ten years that relate to the teaching of reading?

6. If you had the opportunity to take an extended period of time off for learning, what would you want to learn about? How would you go about it?

7. What excites you about teaching?

8. Describe any recent changes you have made in your teaching practices, thinking, and attitudes. Why? What was the source?
9. What kinds of outside pressures inhibit you from teaching the way you want to teach?

10. Where and how did you learn what you now know about reading?

The questions that follow are designed to stimulate your thinking about why you do what you do in your classroom. I am very interested in your responses.
1. Describe some of the ways you build on the experiences students bring to school.

2. How do you tell which students are going to be good readers?

3. How do you tell which students are going to be poor readers?

4. How do you think young children learn to read?

5. How do you teach reading in your classroom?

6. How do you group students for instruction?

7. What are your most successful techniques?
8. How much time do your students spend in classroom reading every day?

9. What do you usually do with your poor readers?

10. What do you usually do with your good readers?

11. When children make a mistake in reading, what do you do?

12. Are there times during the day when students are free to select books to read? How do you think the students behave in these choice situations?

13. Do you have a way of keeping a record of books your students have read? If so, please describe it.

14. How much time do you spend reading to your class everyday? Who do you read to -- the whole group, small groups, or individuals?
15. What books have you read to your class? Do you have a favorite book that you always read to your class?

16. What do you do to get students interested in books?

17. What follow-up activities do you use with students after they have finished reading a book?

18. How do you get students ready for a reading assignment?

19. Describe your typical lesson format.

20. What do the rest of your students do while you're working with a group?

21. How do you determine if students have understood the reading assignment?
22. Describe your favorite technique(s) for teaching students words they don't recognize.

23. Do you have a reading center in your classroom? Describe what's in it and how it's arranged.

24. How do you use trade books in your classroom?

25. How important do you think it is to display students' work?

26. What kinds of work do you display?

27. How do you make parents aware of their student's best work?

28. What kinds of work do you usually have students take home?
APPENDIX E

SAMPLE DIALOG JOURNAL
October 11, 1983

Investigator:  

(Teacher #1) - your annotations are excellent and represent a really good selection of articles. I hope they have been meaningful to you.

The journal submitted on October 4 was greatly improved from the one submitted on September 20. I congratulate you, especially on the September 29 entry. Did you consider introducing the definitions before they read? Also, the interaction you are fostering among students should prove beneficial.

Will you be considering implementing "learning from reading" (September 27 annotation) in your classroom? How about time for USSR?

October 11, 1983

Teacher #1:  

If people ask why I'm taking a reading course, I feel like I can tell how aware I've become of the reading process. I did think about introducing the definitions before reading. However, because I usually do that, I thought I would try something different. Also, students tend to believe that that is enough background and the reading is not necessary. Most students see a math book as a source of problems.
and not as an aid to learning. "Learning from reading" is certainly an idea that I would consider. It would be great if I could find materials written on different reading levels. As for "USSR," we had it school-wide for a short while. I enjoyed it, but time in class is so short and there is so much to do. Perhaps it could be incorporated in homerooms.

October 18, 1983

Investigator: (Teacher #1) - it is hard to stick with "USSR."

The success of the whole approach, however, is to do "it" consistently over a period of time. I think sometimes we do it for too long and that's what does it in. We need to start with a few minutes each day and build up to perhaps a maximum of 10 to 15 minutes daily, and homeroom would be a good place for it. Wonder what it would take to initiate such a practice? What goes on in homeroom? How long are these periods?

October 18, 1983

Teacher #1: When we tried "USSR," the time frame varied each day. One day it would be during first period, the next day second, and so on--that way, time was not taken away from any one period constantly. But
I'm sure you can imagine how hard that was for students. The lack of reading material was a problem. At our school, homeroom is 11 minutes long. Attendance is taken and morning announcements are made over the P.A. by students. Attendance is necessary, and I think students doing the P.A. job offers good experience. However, both these tasks take about five minutes. There would be time for "USSR." To get it started again, I believe we would need a small but vocal group of teachers. About the "cloze," students were wary. But, I think it went well. Better the next time!

October 25, 1983

Investigator: (Teacher #1) - thanks for the information on the nature of homeroom. It hardly seems like enough time for SSR with everything else (11 minutes).

By the way, your last journal was excellent.

November 1, 1983

Investigator: (Teacher #1) - You're a real sport for trying the cloze with your geometry class. Did you feel it was a workable technique for you? What did you think about how the students scored?
November 8, 1983

Teacher #1: I enjoyed the procedure, but I don't think a series of theorems is the best use of the technique. I would like to try it again. This time I would use the chapter summary as a review. It was interesting to me that there were four theorems in a row that were similar. And yet, many of the students missed the continuity. Sometimes they think it could be right to have the same answer. But in this case, the same words were left out. When we went over this in class, the students enjoyed the activity. As for scoring, I'm not sure it is appropriate for this type of material (theorems). I've really enjoyed using these techniques and the exposure to ideas that will help the students. Yesterday, a Spanish teacher was upset by her third year students not learning vocabulary. I felt we could talk about it and maybe help.

November 15, 1983

Investigator: (Teacher #1) - I agree that the chapter summary probably would have been much more appropriate for the cloze. I do like your evaluative approach, however. A lot of people try an idea and if it doesn't
work to their satisfaction, I think they tend to throw it all away, rather than determining how to make valuable use of a sound practice.

You will provide some of the best inservice as you share your ideas with other teachers. Make sure you follow-up with that Spanish teacher!
APPENDIX F

SAMPLE CLASSROOM JOURNALS

(WEEKS 3, 7, and 13 FOR TEACHER #1)
September 28  I was a confidence builder today. A student in my college math class who does not have confidence in his own mathematical ability guided the class through a problem no one else understood. He did an excellent job and really felt good about himself.

September 29  Today I tried to be a reading teacher. The lesson in geometry contained several definitions and a complex theorem. Instead of introducing the material myself, I had the students first read in class and then answer some basic questions. It was successful. Students learned from reading and also gained insights from each other through the discussion. It was time well spent.

September 30  Managing small groups was my role this day. Ninth graders were solving word problems--always a difficult territory. They paired off and teamed up to work the problems. Reading together and talking through a variety of solutions was beneficial.

October 3  Today I was a counselor. One of the problems in student life is trying to balance school and work. This student felt that working was necessary although the job did interfere with school.
October 4  Substitute again. But, what fun it was.
Writers' Workshop was the class. Writing in journals
was part of the lesson. Good timing, I get to do the
same thing.

October 26  In math classes, we are constantly working on
problem solving skills. Today, while grading home­
work papers in my college prep math class, I found
myself writing "good strategy" next to a problem
several students had solved correctly. This felt
terrific for a couple of reasons. First, these
pupils had made a connection between similar problems.
All year long, ordering numbers from small to large
has proven difficult. Whole numbers were okay,
decimals were trouble, fractions were almost impos­
sible, and now exponential numbers! Students who were
successful realized that the technique of evaluation
of each term was useful and they took the time to do
it. I suppose that was the best part--taking time.
So many of these people have the ability, but they
often don't take the time to be thorough. It also
felt good to be able to give them that positive feed­
back. But there is another sidelight. The word
"strategy" has become a part of my working vocabulary. Until now, I had used it only in reference to games or war. I even think I can spell it.

This week we have been working on solving word problems. Today, after reading a problem out loud, I asked a student to put into her own words what the problem was asking. The student responded with "they want to know what is left." Great, the problem originally had asked for the remainder. Many students would have seen "remainder" and without thinking set up a division problem. In fact, it was a subtraction problem. We did this on several other word problems--rewording the question, picking out the important information, deciding what operations are necessary and solving the problem. In class, all seemed to go well. However, the homework assignment was to write word problems of their own. I was disappointed in the lack of completed papers. Might try writing some together in small groups while still in class. It is extremely difficult to motivate students when they have that mental attitude of "I can't do it."
October 28  Geometry requires students to know and use not only vocabulary words, but also sentences in the form of postulates and theorems. Sometimes students believe that they will never be able to remember, to recite, and to write these sentences. But today they were able to complete a postulate they had not seen before, after I started it. They were able, as a group, to create a new theorem, all without my help. The class was able to see the relationships that developed among the words to form the sentences. Also, they were able to see the geometric relationships which had to exist. I hope the idea of knowing and using these statements will be less threatening.

October 31  I don't know if Holli is an Andrew, but she certainly is a joy to work with in math class. Holli works hard. It doesn't all come easy to her. When she is successful (and she usually is), her face lights up. You know she feels good inside. Today, we were working a problem together as a class. Students were keying their calculators and raising their hands as they got the answer. I checked and was surprised by the immediate success most of the students
were having--that is, all but Holli. First, she was trying her own procedure. Holli had tried to evaluate the technique, verify what she had done. But she was lost as to why her way didn't come up with the answer everyone else was getting. In fact, Holli was sure the rest of us must have done something wrong. I admired her confidence. However, I was sure I was right too. Holli and I worked together to see what was happening in her process. We didn't catch it the first time or even the second. On the third time, we discovered what was wrong with her plan. I like the way Holli thinks for herself--plans her strategy--and doesn't give up. It was fun! Thanks Holli!

I begin my Math 9 classes with a problem that either reviews skills already taught, challenges thought, or just interests the students. Today I thought I'd achieved all three. The students have been working with divisibility rules. I gave them 6 digits and asked them to arrange them so that their number was divisible by 2, 3, 4, 5, 6, 8, 9, and 10. I had hoped that the students would use the rules to decide which numbers should go where. They did
realize the number would have to end in 0. But after that, they relied on "guess and check." I was surprised. I think that's progress. Not what I had anticipated, but okay.

P.S. Unrelated, but a first--on hall duty. I encountered a mother who was looking for her son. She was at his English class. I asked the teacher if he was there. She said, "No, and he hasn't been here for three days." Hearing this, the mother walked down the hall muttering, "I'll kill him when I find him." Of course, she was upset. I wonder if she ever found him.

P.P.S. I have a student from Laos in one of my Math 9 classes. Today I asked if anyone saw a relationship between two problems. He started to giggle. When I asked him why, he said he didn't know what I meant. But it seems he does understand "relationship" between family members and boyfriend/girlfriend. He didn't understand in terms of math. Good experience for all of us in that class.

I finish the day with three Math 9 classes. It is a challenge. Today we were reviewing for a test. In the first class, I had the students do practice
problems from each of the eight skill areas that were to be tested. It was not successful. I had to make a change. For the next two classes, I divided the class into teams and played a game. I don't know if it will improve their skill or boost test scores. But I know that all the students were involved in trying to solve problems for their team. Students were helping students. I hope it was good. I haven't been feeling very effective as a ninth grade teacher. It has been a while since I've had ninth graders in this situation. I need to adapt and develop new strategies for working with them.

December 1

Some of my geometry students found out for the first time today that they can do a proof. This chapter deals primarily with proving triangles congruent. All the homework lately has been proofs. It was time for a quiz. I constructed two problems and let the student choose the problem he/she wanted to do. The first problem was designed for success. Most of the students chose to do that one and did it correctly. The second problem looked more difficult. However, it was basically the same proof once two
inferences were made. Several students chose to do that proof and were successful. The students enjoyed having a choice. In fact, one young man, who is conscientious said, "If I have to do the second one, I might as well hang it up." He thought I would assign one problem to one row and the other problem to the next row and alternate. I usually do things like that. But he had a choice and did his proof perfectly. I really enjoyed showing the students that there was a similarity between the problems and helping them discover exactly what that was. I tried to point out that if they were successful on the first one, it was only a short step to being successful on the second. It was a good experience.

December 2  Senior math was almost over. We were working on a money problem--so many nickels--how many dimes--what's the total value of the coins? I really wanted to complete that example before the bell. Eric was at the doorway. He needed to speak with me. I told him I was busy. He said he really needed to speak with me. I told him these people were important and
I'd be finished soon. By the look on his face, I knew that wasn't good enough. Eric had missed class first period. I thought that was it. But it wasn't. On the way to school, he and his older brother had been in an accident. Eric was in tears. I asked if everyone was okay. He said their friend had a concussion, was bleeding, and had been taken to the hospital. It didn't seem as if Eric should be in school. I suggested he go home if he had a way. But he said he had to tell me he had lost his geometry book in the accident. I wonder why that was a concern.

December 5

My senior class began a chapter on graphing as a technique to solve problems. The initial example in the book was based upon the formula: Distance = Rate x Time. D = RT, however, does not appear in the reading material. The authors assume that high school seniors know and can use the formula. Having read the article on "comprehension before, during and after reading" (The Reading Teacher, December 1982), I knew this may have been a false premise. Therefore, before my students read the section, we discussed how you can figure out the distance traveled if you know the speed
and time. We also saw how to find the time or speed when distance and the other factor was known. Another informative guide was using charts or tables to help organize the information they have and will generate. From the chart, they can develop the coordinates needed to locate the points on a graph. Of course, there was some basic vocabulary that needed to be reviewed. We did this as a class before the reading. I'm certain it helped them understand the material better and allowed them to transfer that knowledge to graphing situations of their own.

Sometimes the directions for mathematics problems cause students the most problems. My ninth graders are having trouble with the phrase "simplest form." Today we worked on three different examples of what that could mean. All the problem types involved a mixed number being simplified. Of course, there are similarities. But most of the students were not able to see them. Given one type of many problems, they were okay. However, when the three types were given together, the class was not successful. I'm going to plan some activities to increase their skill and
develop some understanding. A cross-number puzzle would be a good technique.
APPENDIX G

SELF-SELECTED READINGS FOR PRECIS
Self-Selected Readings for Precis

<table>
<thead>
<tr>
<th>#</th>
<th>Authors</th>
<th>Title</th>
<th>Journal/Volume, Year</th>
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<tbody>
<tr>
<td>1</td>
<td>Sampson, Gloria</td>
<td>&quot;A Hierarchy of Student Responses to Literature,&quot;</td>
<td>English Journal, January, 1982</td>
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<td>2</td>
<td>Crafton, Linda</td>
<td>&quot;Learning from Reading: What Happens When Students Generate Their Own Background Information,&quot;</td>
<td>Journal of Reading, April, 1983</td>
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<td>3</td>
<td>Berglund, Roberta and Johns, Jerry</td>
<td>&quot;A Primer on Uninterrupted Sustained Silent Reading,&quot;</td>
<td>The Reading Teacher, February, 1983</td>
</tr>
<tr>
<td>4</td>
<td>Schnell, Vicki</td>
<td>&quot;Reading and Mathematics,&quot;</td>
<td>The Reading Teacher, February, 1982</td>
</tr>
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<td>5</td>
<td>Nielson, Karen</td>
<td>&quot;Reading in the Secondary School,&quot;</td>
<td>Ohio Reading Teacher, July, 1982</td>
</tr>
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<td>6</td>
<td>Good, Cecil</td>
<td>&quot;Organizing Reading Management Systems in Urban Districts,&quot;</td>
<td>The Reading Teacher, April, 1980</td>
</tr>
<tr>
<td>7</td>
<td>Gove, Mary</td>
<td>&quot;Getting High School Teachers to Use Content Reading Strategies,&quot;</td>
<td>Journal of Reading</td>
</tr>
<tr>
<td>9</td>
<td>Dupuis, Mary and Snyder, Sandra</td>
<td>&quot;Develop Concepts Through Vocabulary: A Strategy for Reading Specialists to Use with Content Teachers,&quot;</td>
<td>Journal of Reading, January, 1983</td>
</tr>
</tbody>
</table>
#1 - (continued)

Week


Self-Selected Readings for Precis

#2
Secondary Teacher - Science
6 years experience
21 hours of graduate study
No graduate courses in reading

Week


7 Cioffi, Grant and Carney, John. "Dynamic Assessment of Reading Disabilities," The Reading Teacher, April, 1983.


#2 (continued)

Week


Self-Selected Readings for Precis

#3
Elementary Teacher - First Grade
20 years experience
40 hours of graduate study
20 hours of graduate reading courses

Week


5 Wingenbach, Nancy. "Reading Instruction for Gifted Readers," Ohio Reading Teacher, April, 1983.


11 Fowler, Gerald, "Developing Comprehension Skills in Primary Students Through the Use of Story Frames," The Reading Teacher, November, 1982.

Self-Selected Readings for Precis

#4
Secondary Teacher
7 years experience
No previous graduate study

Week


#4 (continued)

Week


Self-Selected Readings for Precis

#5
Secondary Teacher - Reading and Science
4 years experience
16 hours of graduate study
No graduate courses in reading, but had reading
validation from undergraduate work

Week


7 Steinley, Gary. "Left Brain/Right Brain: More of the Same?", Language Arts, April, 1983.

8 Langer, Judith. "Reading, Thinking, Writing ... and Teaching," Language Arts, April, 1982.


10 Berglund, Roberta and Johns, Jerry. "A Primer on Uninterrupted Sustained Silent Reading," The Reading Teacher, February, 1983.

#5 (continued)

Week


Self-Selected Readings for Precis

#6
Secondary Teacher - Media Specialist
6 years experience
20 hours graduate study
4 hours of graduate reading courses

Week


6 Samuels, Barbara. "Young Adult Novels in the Classroom?", English Journal, April, 1983.

7 Blackowicz, Camille. "Showing Teachers How to Develop Students' Predictive Reading," The Reading Teacher, March, 1983.


#6 (continued)

Week


Self-Selected Readings for Precis

#10
Secondary Teacher - English
2 years experience
9 hours graduate study
No graduate courses in reading

Week


4 Kahn, Michael. "Two Birds with One Stone or How to Teach Content to Reluctant and Poor Readers," English Journal, April, 1982.


6 Stansell, John and DeFord, Diane. "When Is A Reading Problem Not a Reading Problem?", Journal of Reading, October, 1981.


#10 (continued)

Week


Self-Selected Readings for Precis

#11
Elementary Teacher - Chapter I Reading
6 years experience
No previous graduate study

Week


5 Raim, Joan. "Influence of the Teacher-Pupil Interaction on Disabled Readers," The Reading Teacher, April, 1983.

6 Dionisio, Marie. "Write? Isn't This Reading Class?", The Reading Teacher, April, 1983.

7 Fearn, Leif and Foster, Kathleen. The Writing Kabyn.

8 Fearn, Leif and Foster, Kathleen. The Writing Kabyn, Book II.

9 Fearn, Leif and Foster, Kathleen. The Writing Kabyn, Book III.


12 Sides, Nita. Literature In Teaching.

13 Tchudi, Stephen and Huerta, Margie. Teaching Writing in the Content Areas, 1983.

Self-Selected Readings for Precis

#12
Elementary Teacher - Second Grade
5 years experience
No previous graduate study

Week

2 Kahn, Michael. "Two Birds With One Stone or How to Teach Content to Reluctant and Poor Readers," English Journal, April, 1982.


Self-Selected Readings for Precis

#7
Elementary Teacher - Chapter I Reading
5 years experience
9 hours graduate study
No graduate courses in reading

Week


3 Langer, Judith. "Reading, Thinking, Writing ... and Teaching," Language Arts, April, 1982.


7 Fox, Patricia. "Reading As a Whole Brain Function," The Reading Teacher, October, 1979.


9 Willems, Arnold. "Beginning Reading: Are We Doing Only Half the Job?", Kappa Delta Pi Record, April, 1979.


12 Fowler, Gerald. "Developing Comprehension Skills in Primary Students Through the Use of Story Frames," The Reading Teacher, November, 1982.
#7 (continued)

Week


Self-Selected Readings for Precis

#8
Elementary Teacher - Second Grade (on leave)
6 years experience
4 hours graduate study
No graduate courses in reading

Week


3 Slaughter, Judith. "Big Books for Little Kids: Another Fad or a New Approach for Teaching Beginning Reading?", The Reading Teacher, April, 1983.


8 Ningenbach, Nancy. "Reading Instruction for the Gifted Readers," Ohio Reading Teacher, April, 1983.


Week


Self-Selected Readings for Precis

#9
Elementary Teacher - Third Grade
6 years experience
30 hours graduate study
No graduate courses in reading

Week


9 Berglund, Roberta and Johns, Jerry. "A Primer on Uninterrupted Sustained Silent Reading," The Reading Teacher, February, 1983.


