

THE RELATIONSHIP BETWEEN LITERACY COACHES' THEORETICAL
ORIENTATIONS AND THE CONTENT OF THEIR COACHING

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BERNADINE HANSEN B.S., M.S.

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DEDICATION

All the praise and glory belongs to my heavenly father, without whom I would be lost.

This dissertation is dedicated to my first teacher, my grandmother, Mildred Emily

Adams-Riley, a promise I made and I kept. You are always with me.

To my mother, Susan Ann, thank you for making me the girl I am today. Thank you for
your prayers, love, and encouragement.

To my beautiful children, Jonathan, Samantha, and Rebecca without you my life would
not be worth living.

To my little brother Joseph and sissy Sonia, thank you for believing in me when I gave up
on myself.

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“Excellence is never an accident, it is always the results of high intention determined effort and skilled execution” (Tara VanDeveer, Olympic Team Women’s Basketball Coach).

ABSTRACT

BERNADINE HANSEN

THE RELATIONSHIP BETWEEN LITERACY COACHES' THEORETICAL ORIENTATIONS AND THE CONTENT OF THEIR COACHING

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The purpose of this study was to examine how literacy coaches' theoretical orientations relate to the content of their coaching. More specifically the Theoretical Orientation Reading Profile (TORP) instrument was used as a base to establish the participant reading orientation, along with recording literacy coaches coaching statements during a simulated and live coaching event. This study addressed the following question: How do literacy coaches' theoretical orientations relate to the content of their coaching?

The study involved a collective case study of six literacy coaches. The six literacy coaches each completed the TORP survey. Individually six literacy coaches observed a simulated video of a small emergent reading group. Following the observation of the simulated video each coach discussed how they would coach the teacher. Two of the literacy coaches also observed a small group reading lesson on their campus following the observation of the live coaching event the literacy coach coached the classroom teacher.

The literacy coaches reading orientation according to the TORP established a skills, phonics, or whole language orientation to teaching reading. Following the

simulated and live coaching, the coaches coaching transcripts were coded were coded for skills, phonics or whole language statements.

Findings revealed that the literacy coaches' theoretical orientation to reading according to the TORP was closely matched to their coaching statements. Five of the six literacy coaches TORP range of skills orientation matched to their skills coaching statements during the simulated coaching. One of the literacy coaches TORP range of phonics orientation did not match her skills coaching statements; however, according to DeFord phonics and skills orientation have similarities.

The findings from one literacy coaches TORP range of skills and her live coaching statements of skills was a match. The second literacy coaches TORP range of skills and her live coaching statements of whole language were not a match; however, according to DeFord skills and whole language have similarities.

In DeFord's (1985) research of the TORP she found that phonics, and skills, skills and whole language had similarities. She did not find any similarities to phonic and whole language. In this study the two to the participants had phonics and skills similarity, and skills and whole language similarity.

In addition, it appeared overall the literacy coaches' theoretical orientation to reading seemed consistent to their coaching statements.

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CHAPTER I

INTRODUCTION

“The last two decades have witnessed a dramatic upsurge in policymaking related to reading instruction in the United States” (Woulfin, 2012, p. 5). In the last decade, the manner in which reading is taught in classrooms has been the object of much state and federal grant funding (Coburn, Pearson, & Woulfin, 2011; Matsumura, Garnier, & Resnic, 2010). Many First Things First grants—funded with regards to the U.S. Department of Education (2001)—have been used to hire literacy coaches.

Schools across the state of Texas are apt to manifest high stakes testing environments. Due to these high stakes, there is a movement to create schools with high academic ratings. Successful change in any operation can be determined by high quality performance (Lockwood, McCombs, & Marsh, 2010). One consideration for successful changes has included literacy coaches. Literacy coaches can be a valuable resource to administrators, teachers and students. Literacy coaches can provide professional development to teachers supporting reading mandates required by state and federal education agencies.

Professional development provided by coaches opens dialogue with teachers to discuss their thoughts, perceptions, beliefs, and assumptions about the most effective way to teach reading (Blachowicz, Obrochta, & Fogelberg, 2005; Dole, Liang, Watkins, & Wiggins, 2006). This continuous professional development gives teachers the skills and

orientation to become self-monitoring and self-initiating practitioners. Therefore, one possible role of literacy coaches is to offer expertise regarding reading instruction to classroom teachers.

Literacy coaches' roles can have an impact on literacy instruction (Ippolito, 2009; Stephens et al., 2011). Literacy coaches have an opportunity to help teachers learn new skills, model lessons, observe teachers, and follow up with critical conversation concerning best practices. These lessons and classroom observations could have a connection to the coaches' theoretical orientation of reading.

Educational leaders see literacy coaches as conduits to improve instructional practices in the classroom (Bean & DeFord, 2012; Coburn, Pearson, & Woulfin, 2011). "The assumption that underlies literacy coaching is that through the job-embedded, ongoing professional development provided by literacy coaches, classroom teachers will improve their instruction, which will lead to increased student achievement" (Elish-Piper & L'Allier, 2011, p. 84). There are strong assumptions that literacy coaches hold a great deal of control over the academic performance of students and teachers.

Problem

Literacy coaches work with administrators (Dean, Dyal, Wright, Carpenter, & Austin, 2012) and provide ongoing staff development to teachers (Bean & DeFord, 2012; Pinnell & Fountas, 2000). Research has suggested that literacy coaches have the potential to influence reforms in reading instruction (Woulfin, 2012; Ippolito, 2012). As the expert, the literacy coaches' roles reach directly into classrooms, influencing reading instruction directly while working with students as well as indirectly through teachers. A

literacy coach's influence can have far-reaching, long-term effects. That influence can be from staff development training (Neuman & Cunningham, 2009) as well as teachers' receiving instructions (Lynch & Ferguson, 2010).

School districts assume that coaches have a strong reading knowledge to help teachers improve reading instruction practices (Ippolito, 2012; McLean, Mallozzi, Hu, & Daily, 2010). Unfortunately, in many school districts, literacy coaches are often hired simply because they are effective classroom teachers (Dole & Donaldson, 2006), not for their academic credentials or theoretical orientation of reading. "As teachers become more experienced, they have a great likelihood of becoming expert teachers. But, as a caution, expert teachers are always experienced but experienced teachers are not always experts" (Strauss, Ravid, Magen, & Berliner, 1998, p. 581). Based on this assumption that literacy coaches are experts, there is a strong need to understand coaches' theoretical orientation because they can potentially impact the performance of teachers and students.

Current research has focused on teachers' perceptions of literacy coaches and other job related issues within the school. Dean et al. (2012) have looked at teachers' perceptions of the literacy coach; Dole and Donaldson (2006) researched the ability of the literacy coach to improve the literacy rate in the classroom; Bean and Dagen (2012) examined the literacy coach as a school reform agent. Still, other research analyzed the credentials of literacy coaches in respect to responsibilities (International Reading Association [IRA], 2014; Lynch & Alsop, 2007; Massey, 2011). However, there is little research about literacy coaches' theoretical orientations that might drive the direction of these job-related issues as they relate to curricular goals.

Massey (2011) reported the literacy coach can have an impact on literacy instruction. Massey is supported by other research that shows literacy coaches may improve instruction among teachers by focusing on shifting teaching practices (Scott, Cortina, & Carlisle, 2012; U.S. Department of Education, 2007; Massey, 2011).

There are many studies concerning literacy coaches and their vast roles in supporting reading instruction. However, a review of the literature returned few studies identifying theoretical orientation to reading and the content of coaching and how that might impact coaching. This research will add to the body of knowledge related to reading coaches and their theoretical reading orientation.

Purpose

The purpose of this study was to examine how literacy coaches' theoretical orientation relates to the content of their coaching. Studies have been conducted about literacy coaches concerning topics such as: the roles and responsibilities of coaches (Bean & DeFord, 2012; Massey, 2011; Scott et al., 2012), the impact of literacy coaches on student performances (Day-Meeks & Angel, 2011; Elish-Piper & L'Allier, 2011; Matsumura, Garnier, & Spybrook, 2013), principal and teacher perceptions of coaches (Dean et al. 2012) and the impact of literacy coaches and FTF grants (Woulfin, 2012; McLean et al., 2010). This study adds another layer of understanding of literacy coaches—specifically, their theoretical orientation of reading.

An important consideration related to the psychology and language of coaching deals with training and background of literacy coaches. Fields of study and theoretical belief systems can be identified by the language associated with them (Fisher, 2008).

Theoretical orientations are defined as systems of beliefs, or networks of assumptions, through which experience is organized and acted upon (Harste, Schmidt, Vasquez, & Ociepka, 2002). The theoretical beliefs held by literacy coaches can be evidenced by the language, the strategies, and the choices of materials, the feedback, and the reinforcement given in relation to a teaching event.

This study focused on the basic theories of reading proposed by DeFord (1979). The researcher utilized the Theoretical Orientation Reading Profile (TORP) instrument that DeFord developed to determine individuals' theoretical reading orientation. The TORP was administered to research the six coaches' reading orientation. The three theoretical orientations identified by DeFord (1979) include Phonics, Skills, and Whole Language orientation. In the TORP design, these three categories guide an understanding of individuals' theoretical reading orientations. These three practices differ primarily in the unit of language emphasized in teaching practices, text, word segments, or words (DeFord, 1979). Based on the three different theories DeFord outlined, individuals' theoretical reading orientations could be identified using the TORP.

The impact of the literacy coaches' theoretical orientations during coaching events has yet to be researched. Current research examined the effective roles of literacy coaches (McCollum, Hemmester, & Hsieh, 2011; Lynch & Ferguson, 2010; Peterson, Taylor, Burnham, & Schock, 2009). Research has been conducted on teachers' perceptions of literacy coaches, the ability of literacy coaches to improve literacy rates in classrooms (Pomerantz & Pierce, 2013; Dole & Donaldson, 2006), and the use of literacy coaches as school reform agents using grants (Mundy, Ross, & Leko, 2012). Other

current research analyzed the credentials of literacy coaches (IRA, 2014) in respect to responsibilities (Hunt & Handsfield, 2013; Lynch & Alsop, 2007; Shanklin, 2006). However, little research has surfaced shedding light on the complexities of literacy coaches and their theoretical belief system in reading.

DeFord (1979) created the TORP instrument while working on her dissertation, “A Validation Study of an Instrument to Determine Teachers’ Theoretical to Reading Instruction” in 1979 at Indiana State University. TORP is an instrument used to establish a subject’s theory of reading. The implication of theoretical reading orientation to teaching suggests that teachers need to understand the nature of and actively seek to evaluate themselves in terms of consistency with practice (DeFord, 1985). The TORP was used in this study to establish a baseline of literacy coaches’ views of reading that can be commonly understood by other teachers. Many researchers have used the TORP as a research instrument in their studies for over twenty five years (Roos, 1993; McCargar, 1994; O’Callaghan, 2001; Bos, Mather, Dickson, Podhajski, & Chard, 2001; Shaw, Dvorak, & Bates, 2007). DeFord (1985) suggested that after conducting the TORP survey, researchers should conduct interviews and observe teaching. Following that suggestion, the researcher of this study included a teacher demographic survey and a simulated and live coaching event. This study added further understanding to the complexities of coaches’ theoretical orientation of reading and coaching and how their theory may relate to their coaching of reading.

Research Question

The study addressed the following research question:

How do literacy coaches' theoretical orientations relate to the content of their coaching?

Significance

This study explored the relationship between literacy coaches' theoretical orientations of reading according to the TORP and their coaching statements. This study may contribute to the body of research concerning literacy coaching, in particular theoretical orientations of reading instruction as they relate to coaching. Principals and administrators may wish to consider this research when selecting a literacy coach to work with classroom teachers.

Many districts have limited funds to support literacy coaches (Ippolito, 2012). If districts decide to hire literacy coaches as one way to improve academic performances, they need to understand the complexities inherent to literacy coaching. Additionally, this research serves as a means to help coaches become more effective in their work. Literacy coaches may begin to consider their own theoretical reading orientation and how it relates to their coaching. Finally, this research also furthers the understanding of theoretical reading orientation and practice and how orientation reflects practice.

Definition of Terms

For the purpose of this study, the following terms will be used.

Background: Harris and Hodges (1981) define background as “the sum total of a person’s previous learning and development; experience” (p.29).

Expert: A person who has specialized skills in a particular area of study or field.

Literacy Coach: The IRA defined a literacy coach or a reading coach as “a reading specialist focused on providing professional development for teachers by giving them the additional support needed to implement various instructional programs and practices.” (IRA, 2014).

Theory: theory as “a system of ideas, often stated as a principle, to explain or to lead to new understanding, as a *scientific theory*” (Harris & Hodges, 1981, p. 329).

Theoretical Reading Profile: Diane DeFord (1985) made a reading profile for teachers commonly known as the TORP. DeFord used 28 questions and defined three categories of theoretical reading: (1) Phonics Skills, (2) Skills Based, and (3) Whole Language.

Simulated: Harris and Hodges (1981) define simulated as “the creation of a realistic learning situation by duplication as closely as possible an actual situation” (p.29)

Summary

The need to further understand literacy coaches’ theoretical orientation of reading was described in this chapter. The importance of literacy coaches and their roles as a part of academic school reform were also investigated.

Research questions were posed in accordance with the problem statement. The significance of the study was discussed and a few unique and critical terms were defined. The next chapter will review the existing literature in the field of literacy coaching.

CHAPTER II

LITERATURE REVIEW

This chapter includes a literature review of previous studies and research that concerns literacy coaches. A primary focus of this literature review is research directly related to literacy coaches' relationships with teachers. Literacy coaching positions have become commonplace to many schools in the past 20 years, and recent research has examined the practices and roles of literacy coaches (Ferguson, 2014; Hunt & Handsfield, 2013; Vanderburg & Stephens, 2010; Mundy et al., 2012), teacher perceptions of literacy coaches (Kissel, Mraz, Algozzine, & Stover, 2011; Lynch & Ferguson, 2010), and literacy coaches as school reform agents (Elish-Piper & L'Allier, 2011; Pomerantz & Pierce, 2013). More research has also been conducted concerning literacy coaches and their roles based on grants from the No Child Left Behind Act of 2001 (NCLB; Elish-Piper & L'Allier, 2011; Pomerantz & Pierce, 2013; Mundy et al., 2012; U.S. Department of Education, 2001). However, few researchers have studied coaches' theoretical reading orientations and how theoretical orientations relate to literacy coaching. It is pertinent to examine other areas of literacy coaching and how it may influence teachers because literacy coaches are often seen as reading specialists (Elish-Piper & L'Allier, 2011; Walpole & Blamey, 2008).

Literacy coaches are used to support classroom teachers in reading instructions and teaching methods. In this review, the researcher explores literature and research

studies about literacy coaches: definition (IRA, 2014); theory and practice (Anderson, 2013; Boody, 2010); and effective coaching (Wepner & Quatroche, 2011; L’Allier, Elish-Piper, & Bean, 2010). Also shown in this literature review is how literacy coaches became known as a vital support in the No Child Left Behind (NCLB) grants and how these grants may have influenced effective literacy coaching or how coaching may be changing to support policy procedures (U.S. Department of Education, 2001; Coburn, Pearson, & Woulfin, 2011; Woulfin, 2012). The researcher will explore how these subjects relate to literacy coaches.

Definition of Literacy Coaches

Literacy coaches are defined as professionals who address reading and writing needs within schools. Some literacy coaches have been trained specifically in reading and reading theories beyond four-year education programs for teachers. They can provide continuous professional development to teachers and demonstrate reading and writing lessons. Most literacy coaches have been defined as excellent classroom teachers and have Master’s degrees in reading, which helps to offer classroom teachers insight into teaching practices (IRA, 2014).

The International Reading Association (IRA) (2014) asks employers who hire literacy coaches to pay close attention to their qualifications because professional literacy coaches should hold more than teacher certifications. Extra qualifications enable literacy coaches to work with adults, understand reading theory, and have extended education in reading and coaching. These qualifications include Master’s degrees with concentrations in reading and writing education and an understanding of how to work with adults.

However, many literacy coaches hired by districts do not have additional certifications in reading, writing, and working with adults (Frost & Bean, 2006). Despite IRA and state guidelines, some districts hire literacy coaches with only classroom experience, and these coaches may not have the knowledge they need for working with adult learners or extra education in reading instruction (Wepner & Quatroche, 2011; L’Allier, Elish-Piper, & Bean, 2010). As school districts employ literacy coaches to support professional development and classroom teachers, it may be beneficial to look for the Gold Standard of coaching set forth by the IRA.

The Gold Standard of Coaching

According to the IRA and Frost and Bean (2006), the Gold Standard for coaching occurs when literacy coaches have had successful teaching experiences (especially at grade levels they will coach), when they have in-depth orientation of reading, when they understand the complexities of working with adult learners, when they know how to create and institute staff development, and when they can observe and provide feedback to teachers. Furthermore, Toll (2005) suggested that literacy coaches help teachers recognize what they know and support their teaching practices as they continue to learn and grow professionally. Keeping the Gold Standard may help districts to support reading instruction in classrooms and to reach their goals of ongoing professional learning for teachers. Many school systems have created collegiate environments that enhance teachers’ relationships, which, in turn, benefit students (Barth, 2006). Many districts and schools have hired qualified literacy coaches. Literacy coaches who meet the Gold Standard (see Table 1) may have more foundational orientations of reading

literacies that can support teachers (Bean, Swan, & Knaub, 2003). This Gold Standard and its importance to coaching will be further discussed in this chapter.

Table 1

The Gold Standards: Reproduction of Levels of Qualifications for Literacy Coaches.

The Gold Standard	The Great Choice	Good Enough for Now	Not Good Enough for Now
<ul style="list-style-type: none"> • Master's degree in literacy • Additional credential in coaching • Has had successful teaching experience, especially at the grade level to be coached • Has experience working with teachers • Is an excellent presenter • Has experience modeling lessons • Has experience observing in classrooms 	<ul style="list-style-type: none"> • Master's degree in another • Has had successful teaching experience, especially at the grade level to be coached • Has experience working with teachers • Is an excellent presenter • Has experience modeling lessons • Has experience observing in classrooms 	<ul style="list-style-type: none"> • Bachelor's degree and some graduate level coursework • Has had successful collaboration experiences • Is eager • Is hard-working • Is willing to learn 	<ul style="list-style-type: none"> • Placed in the coaching position for reasons other than qualifications to do the job

Note. Qualification for Literacy Coaches: Achieving the Gold Standard (Frost & Bean, 2006).

Literacy coaches can support growth in teachers and in students. Unfortunately, many school districts have overlooked the Gold Standard of literacy coaches. Literacy coaches have been hired as coaches with good teaching experience, but many lack

Master's degrees or extra courses in coaching (Bean, Draper, Hall, Vandermolen, & Zigmond, 2010; Frost & Bean, 2006; Bean, 2004). Literacy coaches are expected to be knowledgeable and to serve as leaders to classroom teachers and struggling readers (Wepner & Quatroche, 2011; Blachowicz, Obrochta, & Fogelberg, 2010).

Literacy coaches are hired to assist teachers and support teachers' professional development in managing academic reading and writing affairs in schools (Burkins & Ritchie, 2007). They do this by observing teachers, speaking with teachers about best teaching practices, helping teachers understand data results, and presenting ongoing professional development training (Wepner & Quatroche, 2011).

It has been suggested that not only do literacy coaches need the Gold Standard for their qualifications of the hiring process, but they should also process effective coaching attributes (Pomerantz & Pierce, 2013; Elish-Piper & L'Allier, 2011). In addition to supporting the Gold Standards, a the position statement was written with permission to use Frost and Bean's (2006) work with the IRA (2014) when helping districts support the roles and positions of literacy coaches (see Table 2).

Coaching Activities

School districts that have literacy coaches may like the idea of literacy coaches supporting teachers; however, no firm guidelines or plans have described what coaches actually do once they are hired. Frost and Bean set the following guidelines and published them in the position statement that was posted on the IRA website. The posting was created for districts hiring literacy coaches to understand levels of intensity

coaches might have while working with teachers. Table 2 reports those levels and activities that have guided literacy coaches' roles and activities in schools.

Table 2

Coaching Activities (Levels of Intensity).

Level 1 (informal; helps to develop relationships)	Level 2 (more formal, somewhat more intense; begins to look at areas of need and focus)	Level 3 (formal, more intense; may create some anxiety on part of teacher or coach)
<ul style="list-style-type: none"> • Conversations with colleagues (identifying issues or needs, setting goals, problem solving) • Developing and providing materials for/with colleagues • Developing curriculum with colleagues • Participating in professional development activities with colleagues (conferences, workshops) • Leading or participating in Study Groups • Assisting with assessing students • Instructing students to learn about their strengths and needs 	<ul style="list-style-type: none"> • Co-planning lessons • Holding team meetings (grade level, reading teachers) • Analyzing student work • Interpreting assessment data (helping teachers use results for instructional decision making) • Individual discussions with colleagues about teaching and learning • Making professional development presentations for teachers 	<ul style="list-style-type: none"> • Modeling and discussing lessons • Co-teaching lessons • Visiting classrooms and providing feedback to teachers • Analyzing videotape lessons of teachers • Doing lesson study with teachers • Reprinted with permission from Bean (2004). Promoting effective literacy instruction: The challenge for literacy coaches. The California Reader, 37(3). 58-63.

Note. Adapted from IRA (2014).

Literacy Collaborative

One model of coaching that has been researched and supports the Gold Standard and effective coaching is Literacy Collaborative (LC) has been training coaches for over 15 years and has been based in Ohio State University as an instructional model of coaching and teaching for balanced reading and writing. LC was founded on the work of Clay (1991); although LC was founded before the Gold Standards and attributes of effective coaching, its design reflects those suggested in Tables 1 and 2: observing classrooms, modeling instruction, and providing feedback to teacher to support instructional practices.

LC training is a year-long training that engages in reading theory and classroom practices. Classroom teachers are trained at a university site and then go to their perspective schools to put instructional training into classroom practice. During the teachers' first year of training, they videotape lessons that they review; and they also complete over 45 hours of direct coaching from experienced coaches and university professors.

Literacy coaches review their own instructional tapes of reading and writing lessons, which allows them to support their teaching discoveries through theories of reading and writing. After this first year of training, they begin working in their schools as literacy coaches. They have follow-up meetings for the next four years with the university and professional conferences about coaching and teaching (Atteberry & Bryk, 2011). This training is to support their knowledge of teaching reading and writing based on scientifically based research.

Atteberry and Bryk (2011) conducted a longitudinal study over three years with 250 teachers and 17 schools that used literacy coaches for school reform, and they examined LC as a coaching method. Although coaches had strong backgrounds in reading and coaching, some coaches did not coach teachers regularly. Their findings surprised them because the literacy coaches from the Literacy Collaborative training had many hours of study, practice, and feedback on their own coaching in their first two years of training. Then, during the three years remaining in their commitment to LC, the coaches continued training with professional development and conference and site visits about coaching training.

The coaches in LC training received about 45 hours of one-on-one coaching experiences and had opportunities for understanding their coaching responsibilities during their training with LC; however the amount of time spent coaching teachers varied. Also, the researchers did not anticipate literacy coaches not coaching teachers after their LC training. The researchers assumed that with the amount of training the coach received in their LC training, the coaches would coach teachers regularly.

The researchers supported the following explanations about their findings: schools have certain commitments directing coaches in other areas of need; teachers have resistance to new practices, making coaching uncomfortable; and there are sometimes teacher turnovers (Atteberry & Bryk, 2011). The research may indicate that district literacy coaches need to take into consideration the literacy coaches' time and how classroom teachers may need guidance in changing roles.

Roles and Responsibilities

Elish-Piper and L’Allier (2011) investigated the relationship between various aspects of literacy coaching and student gains in grades kindergarten through third grade. Their findings supported those of Atteberry and Bryk (2011), which described that literacy coaches needed defined roles, but that alone does not assure that coaches will be effective. For example, Elish-Piper and L’Allier expanded that literacy coaches need defined roles (e.g., how often they meet with teachers, how they provide professional development, and how they support school goals), which are complex because they meet many teachers’ and students’ needs to be effective coaches.

These complex roles and balances between coach, teacher, and district can relate to how much support classroom teachers receive. Atteberry and Bryk’s (2011) findings support Smith’s (2007) research that found middle school coaches have the same complex problems with coaching. The literacy coaches reported the job had countless roles and responsibilities other than coaching and providing professional development to teachers. Literacy coaches conveyed their roles may be working directly with children, handling managerial concerns, and attending meetings at district office.

The researchers, Feldman and Tung (2002), confirmed that coaches have a variety of responsibilities in their study of literacy coaches at five schools who obtained training on coaching at the Center for Collaborative Education. The center supported the training of coaches and their interactions with teachers and administrators. In their research, “teachers and administrators were interviewed regarding their perception of the efficacy of coaching activities” (p. 9). Teachers and administrators were interviewed 30–45

minutes about their experiences with coaches. The researchers found that coaches were asked to do a variety of work such as engage in student data, work with teachers.

Nevertheless, most teachers felt coaching helped support classroom changes (Feldman & Tung, 2002). In both Smith's (2007) and Feldman and Tung's research, coaches were found to be well received by teachers in spite of their other demands.

Professional Development

Dole and Donaldson (2006) reported that reading coaches should spend 75%–100% of their time with teachers in the classroom, conducting professional development, modeling instruction, planning with teachers, and analyzing students' data. When coaches plan with teachers, they help shape instructional practices (Costa, Garmston, Anderson, & Glickman, 2002). Planning with teachers helps guide teaching instruction by analyzing data that can support instruction that, in turn, supports students' outcomes.

A few studies have addressed the interfacing that occurs between coaches and teachers (L'Allier, Elish-Piper, & Bean, 2010; McLean et al., 2010; Shanklin, 2006). These articles illustrated the need to understand the complexities of coaching that go beyond mandates. For instance, a component of coaching is engaging teachers in their teaching practices and supporting them rather than taking an authoritative position.

After coding over 3,000 coaching log data, Scott et al. (2012) described that coaches spend 16% of their time coaching teachers in activities (e.g., modeling lessons and team teaching), but one consideration about the substance of coaching still needs clarity and understanding. That is, the researchers felt that they needed better understanding of the coaches' interactions with teachers. Scott et al. found that coaches

did coach teachers according to the models of coaching: They facilitated monthly professional development, met at weekly grade-level meetings, and targeted specialized skills to endorse instructional practices as described by Frost and Bean (2006) and IRA (2014).

During Scott et al.'s (2012) study, professional development classes were not often held separately, but literacy coaches met with teachers at regular grade-level meetings. Scott et al.'s study was conducted in Michigan with 105 literacy coaches who were involved with a Reading First grant. The researchers wanted to investigate from the ground level the "structure and substance" (p. 69) of literacy coaches and their interactions with teachers. Scott et al. found that literacy coaches met standard qualifications of literacy coaches, they all held Master's degrees, and they met with teachers on regular bases. However, Scott et al. found that there was a need to understand more fully how literacy coaching impacts teachers. Their research began to describe the content taught by coaching teachers and the impact coaches have in instructional changes in the classroom. Scott et al. suggested that meetings between coaches and teachers should be transcribed because what is said is just as important as meeting with teachers regularly. For instance, some conversations had nothing to do with coaching needs. As a result, coaches may not be addressing critical issues with teachers, such as the data to inform teachers of the next teaching opportunity.

Reflective Language

Reflective dialogues that literacy coaches have with classroom teachers in study groups can deepen their literacy theory and practice. Teachers who attend study groups

directed by literacy coaches can review testing data and discuss instructional teaching practices. Teachers who review data and discuss instructional needs during these study groups with literacy coaches support schools' improvement processes (Wang, 2013; McEachin, et al., 2006).

Data That Supports Reflective Language

After literacy coaches observe teachers and discuss data, they can support teachers in professional development classes. These professional development classes based on classroom observations allow teachers to spend time on their own academic evidence that may change how they approach instructional time in their own classrooms.

One of the standards of coaching is the ability to work with adult learners. Ippolito (2012) suggested that literacy coaches engage adults in one-on-one coaching that is centered using specific assessment data. Assessment data can direct conversations between teachers and coaches on the needs and instructional changes. Another standard of effective coaching is meeting with teachers on a regular basis. This combination of remaining on topic and meeting regularly has shown in research to improve students' instructional growth.

McCollum, Hemmester, and Hsieh (2011) also confirmed that coaches who use specific data with teachers support literacy practices that teachers use in classrooms. Teachers who view data with literacy coaches may better understand the needs of their students and how to improve their own instructional practices.

However, researchers have suggested that many literacy coaches may be too intimidated to go into classrooms and discuss teaching strategies with teachers (Dole and

Donaldson, 2006). Literacy coaches suggested that they were not respected or thought of as experts by classroom teachers (Toll, 2005). Dole and Donaldson also found that coaches preferred doing paper work because they viewed teachers as not receptive to their presence in teachers' classrooms. It was suggested that coaches tended to do paperwork to avoid coaching in order to stay busy.

According to Pomerantz and Pierce (2013), these components that support teachers may be obstacles of improvement for students, teachers, and coaches if not everyone in school systems are supportive.

Literacy coaches should learn to discuss reading instruction with classroom teachers (Burkins & Ritchie 2007; Lynch & Ferguson, 2010). Scott et al. (2012) reported that teachers are satisfied when coaches help them understand assessment results. In Lyons, Pinnell, and DeFord's (1993) book, *Partners in Learning*, they discussed the value that must be placed on rich conversations about teaching to create change. These rich conversations come from data-driven conversations, which should be directly related to classroom instruction. Lyons, Pinnell, and DeFord (1993) consider rich conversation of teaching literacy content in classrooms as key to teaching skills. All learners learn and adjust their own understandings through dialogue, which may help in mentoring teachers (Lynch & Ferguson, 2010). These conversations that directly relate to teaching can help teachers review the areas of instruction that may need more focus, district testing results, state testing results, and daily data of classrooms that directly relates to student success.

Lyons, Pinnell, and DeFord (1993) further suggested that adults are much like children in that they both learn better through conversations. Adults and children can be

supported through a mutually constructed (Lyons, Pinnell, & DeFord, 1993) and rich conversation. For instance, Scott et al. reported that 37% of the literacy coaches' time was spent with teachers discussing "core reading programs," (p. 78) and 14% of the time was spent discussing students' progress. Teachers were generally satisfied with the coaches as resources for advice and feedback (Scott et al., 2012).

Effective Coaching Language

Several studies about coaching illustrated that effective coaches are defined by certain attributes: They are strong leaders that use data to inform their decision making and build teams of professional learners (Pomerantz & Pierce, 2013; Elish-Piper & L'Allier, 2011; Thelning, Phillips, Lyon, & McDonald, 2010). To be effective coaches, they must spend time with teachers discussing pedagogy. Coaches who spend time learning about their teachers' values understand and respect their pedagogy, which allows coaches to address teachers' needs as respected professionals, who can be supported as decision makers.

Coaches must be cognizant of their own beliefs about teaching early reading skills and should understand beliefs of other teachers (Bean & DeFord, 2012). Teachers are helping support coaches in their decision making, but they must also understand teachers' beliefs and their own. Teachers may not agree with what states or districts believe about how to teach early reading skills, but many positions are taking on phonics versus literacy-based instruction. Coaches knowing the beliefs of teachers and themselves can help support teams of professional learners.

Heineke (2013) also studied relationships in coaching. Heineke studied what she called dyads: one teacher and one coach in four separate schools. In a study of four dyads, Heineke explored “practical applications to literacy coaching practices” (p. 113). The dyads were audiotaped during coaching conversations. Heineke’s research question addressed coaching discourses. Heineke findings indicated that coaches had dominance discourses in their conversations with coaches. The researcher defined dominance discourses as contributions of literacy coaches versus contributions of teachers. For instance, the coaches spent more time dominating the conversation during the coaching sessions.

Heineke’s (2013) research did not include specific language used in the discourse, but the researcher counted utterances (e.g., interruptions) and time speaking. The coaches did most of the talking (67% to 90% of the time provided), and their conversations were interrupted as dominant coaches made strong suggestions to teachers about instructional practices. One coach in particular contributed teaching practices 100% of the time for the teacher. Heineke’s findings supported other findings about literacy coaches’ needs to be aware of their discourse, to be more specific in topics, and to encourage self-awareness in teaching practices by supporting teachers in their own metacognition.

Literacy coaches who dominate conversations do not give teachers time to be reflective practitioners of their own. Heineke (2013) suggested “high-quality professional development [because] the findings discussed point to the need for one-on-one coaching to be well planned and intentional in order to support teacher learning”

(Heineke, 2013, p. 123). She further suggested that these intentional conversations may support their very limited time due to their coaching conversations getting “sidetracked” (p. 125). Literacy coaches need to learn how to support and encourage joint facilitating teachers to learn and understand instructional issues (Heineke, 2013).

Reading Grants and Hiring Coaches

Literacy coaches have received more attention as a result of funding channels through the No Child Left Behind Act (NCLB), (U.S. Department of Education, 2001). Federal and state grants have included the roles of literacy coaches as ways to support reading instruction in school districts. Reading First Grants and First Things First grants were directly related to the NCLB Act (U.S. Department of Education, 2001) to support emergent literacy to economically disadvantaged schools (Coburn, Pearson, & Woulfin, 2011; Woulfin, 2012). One reason the NCLB Act (U.S. Department of Education, 2001) was implemented was to ensure children entering third grade were reading at an independent reading level. To accomplish this goal, money became available to schools to support reading instruction. Literacy coaches and their roles were included in these grants to support classroom teachers and understand their early reading strategies.

According to the U.S. Department of Education (2001), 5,200 schools that received FTF grants or Reading First grants hired literacy coaches with their funding. Literacy coaches have been in school systems for some time now, but they did not have the widespread popularity until the reading initiative that was directly related to the reading grants. Many school districts that did not receive grants hired literacy coaches with other funding from their own district funds to assure gains in student achievement.

Districts felt that literacy coaches may support the early reading instruction to their teachers. By hiring literacy coaches school districts felt that literacy coach could support teacher learning that would inevitably support student achievement.

These grants supported teachers in implementing state and core curriculum reading goals for children and supported literacy instruction with classroom teachers. The reading grants provided videos, written materials, and instructional reading practices that guided classroom teachers' instruction. Literacy coaches who were hired from grant money were trained in materials from the grant guidelines. Literacy coaches were then asked to spread their knowledge from their training to classroom teachers. Reading First grants supported literacy coaches' roles as ways to support information to classroom teachers in early reading strategies. These grants were aimed to support early reading interventions to teachers working at low income schools via the knowledge of reading instruction.

Literacy coaches have been regarded as a way to provide changes and improvements to reading instruction. According to Woulfin (2012), the direction of the grants supported literacy coaches' roles as a way to assist classroom teachers in their teaching practices. Makers of the grants supported school districts in hiring literacy coaches to support classroom teachers. Then, literacy coaches could meet the needs of multiple teachers while teaching instructional practices supported by the reading grants. Literacy coaches and their roles were included in grants to deliver state-mandated curriculum change (McLean et al., 2010). Little research has linked literacy coaches and

gain in student reading, but many literacy coaches were hired according to grant guidelines.

Two studies—a Reading First Initiative grant in Florida and a state awarded partnership grant in Pennsylvania—addressed literacy coaching and how teachers learn and implement instruction (Mundy et al., 2012; Pomerantz & Pierce, 2013). The studies' researchers ultimately differed in their views; however, they alluded to the strength literacy coaches have when addressing the teaching of reading. They also described teachers' perceptions of literacy coaches either as assessors who pressure and persuade or as practitioners who are engaged and supportive.

The two-year Pennsylvania study focused on assessments, professional developments, and observations in a school that was considered low-performing (Pomerantz & Pierce, 2013). Throughout the study, the researchers assumed the literacy coaching role. During the first year, 25 teachers for Grades K–5 participated, and in the following year, 11 new teachers and specialists were added. The teachers were each given a copy of either The Comprehension Toolkit (Grades 3–6) or The Primary Comprehension Toolkit (Grades K–2) by Harvey and Goudvis (2005, 2008). Teachers were observed several times throughout the year. However, some discussions of the observations took place 4–6 weeks after the actual teaching event. This long period of wait time between observation and follow-up sessions can hinder relevant changes as teachers moved on with other instruction and had difficulty remembering the exact lesson and actions that took place. Pomerantz and Pierce (2013) reported that they needed to be better aware of this wait time issue in their next study (Pomerantz & Pierce, 2013).

In some of the follow-up teaching sessions, the teachers were asked to reflect on their own lessons for the students:

“What did you notice? Did any of the children surprise you? How is this lesson different from the lessons you usually teach? What kind of follow-up would you like to do in regard to the lesson? How might you integrate the ideas from the *Toolkit* with your required reading curriculum?” (Pomerantz & Pierce, 2013, p. 106–107)

During the study, students’ initial state scores rose according to state standards. However, even if the teachers knew what actions to take to help their students, the researchers concluded that teachers may choose other teaching methods. The researchers contributed to teachers’ choosing their own teaching methods as a “myriad of contextual factors” (p. 112). The myriad of factors that might contribute to the teachers’ classroom practices could be leadership issues in the school, districts’ requests, or teachers’ belief systems of teaching (Pomerantz & Pierce, 2013).

In the study done by these researchers, teachers’ challenges may be reflective of the kind of questions asked in the study and the amount of time between observed lessons and follow-up discussions of the researchers. One way the researchers suggested was to revise their observation forms to better engage the teachers during the follow-up sessions with teachers. In their follow-up study, they began looking at more constructive ways to engage teachers in conversations about their teachings.

This research suggest that literacy coaches can be guides who help teachers recognize what they know, what they can do, and how they can help teachers as they

continue to learn and grow as professional learners (Toll, 2005). Costa et al. (2002) wrote similar ideas about the roles of literacy coaches: Literacy coaches have unique opportunities to influence teachers' thought processes by redirecting and guiding them while they learn new skills. Guiney (2001) described coaching in the following way: When working with teachers, literacy coaches need a calm disposition, and they need to understand how to build trusting relationships, when to give a push, and when to wait and stand back.

In a study funded by a First Things First grant, Mundy et al. (2012) examined the relationship between teachers and coaches. The purpose of the case study was to examine two literacy coaches (Janice and Sarah) and their approaches to coaching teachers. Both coaches had similar views of coaching, and they described professional development as a way to support teachers' learning. Mundy et al. also expressed that coaches should have a supportive role. Each coach, however, exhibited different approaches to the coaching model. Sarah, who was the more experienced teacher of 12 years and coach of seven years, viewed herself as an expert and school leader. In her view, she had the expertise and orientation of the Reading First guidelines and how reading instruction should take place. Sarah's view of coaching was to give explicit instruction to the teachers, and the results would be improvement of teacher instruction.

On the other hand, Janice, who had taught for seven years and coached for two years, viewed coaching as orientation-in-practice, and she reflected with the teachers (Mundy et al., 2012). Janice believed instructional change would be strengthened through reflective practice. Sarah's coaching was similar to what McLean et al. (2010)

described, in that coaches are only distributing information concerning grants rather than supporting reflecting teaching practices. However, Janice had a better understanding about teachers' need of support in instruction and their need to understand the reasons for the instruction so teachers have lasting understandings of instructional practices.

Pomerantz and Pierce (2013) and Mundy et al. (2012) described a vital component in their studies about understanding theories of teaching and that literacy coaches influence teachers' daily decisions during their instruction time. Finally, teachers' reflections upon their practices were vital to have long-lasting teaching practices.

Types of Discourse

Several studies were conducted after the FTF grants were implemented, and the research completed gives further insight into literacy coaches and how they may impact teachers in reading instruction (Woulfin, 2012; McLean et al., 2010). McLean et al. (2010) interviewed two literacy coaches and asked how they "redelivered" (a term used by McLean et al., 2010) state-mandated curriculum information in professional development activities. Literacy coaches were trained by videos and some face-to-face training about reading initiatives; they then delivered this information to classroom teachers.

In this study, the researchers examined the multiple discourses literacy coaches have in relationship to the FTF grant. More precisely, they explored authoritative and internally persuasive discourse. The authoritative discourse was directly related to the mandates held by the grant. The literacy coaches were directly trained via state

presentations, mainly through PowerPoint information created online with little or no direct instructional meetings. These training sessions instructed the coaches about how to directly relay reading strategies governed by the grant to classroom teachers. This discourse was viewed as authoritative and authoritative discourse occurs when literacy coaches tell teachers what and how to teach reading content based on the state-mandated curriculum. Teachers speak seldom while coaches direct the majority of the conversation. This is seen as a top-down model of management.

Persuasive discourse was also addressed (McLean et al., 2010). Coaches instructed teachers in a persuasive manner (according to how the grant was governed) and not necessarily the orientation of reading instruction of the literacy coaches. This persuasive discourse related to a way of manipulation to the state-mandated curriculum. The literacy coaches may or may not have agreed with the instructional methods; however, they were following the grant and helped teachers understand it may not be best teaching practices.

In a similar research study, Woulfin (2012) studied first- and second-grade teachers, two literacy coaches, and two school administrators. Woulfin found teachers who most likely learned about reading policies from literacy coaches. In this study, literacy coaches instructed teachers about policies of the grants. McLean et al. (2010) and Woulfin's studies suggested that literacy coaches can greatly influence teaching practices. However, both studies also cautioned how policy making might impact school reform. The changes in teaching reading instruction may have been more skill-based rather than theoretical. More specifically, the teachers changed their teachings based on

skill lessons rather than understanding theories behind teachings. Teachers taught what they were told to teach and did not ask questions; they were also not asked to think about why their teachings may or may not be good teaching practices. These findings indicated that literacy coaches were no longer collegial and supportive in their roles but were perhaps more authoritative. Bean and DeFord (2012) also cautioned that these authoritative roles may hinder teachers' trust in coaches, who rely too heavily on instructional practices. The trust of coaches should be built on understanding theories and on developing reflection teachings rather than having authoritative coaches who tell teachers items to teach.

Woulfin (2012) provided a direction for further research about the relationship between reading coaches and classroom practices. Woulfin (2012) also considered the influences of policy initiatives and the tensions that may have emerged among teachers and coaches. Coaches were perceived as authoritative instead of collegial, and coaches' influences were not typical to past research in instructional coaching. In Woulfin's (2012) study, coaches were sometimes perceived as pressuring and persuading and were at other times seen as buffers between classroom teachers and demands of the grant. These methods of coaching in the past have not been considered the most supportive.

Teachers have their own theories and practices that literacy coaches must consider to implement effective coaching. Literacy coaches must also take into consideration teachers' theories when having conversations about teachers' instructional practices. Several studies have related to teachers' theories and practices, so literacy coaches may need to consider them when thinking about coaching. Most literacy coaches were

successful classroom teachers before becoming a coach, so coaches should be able to relate to teachers' theories and practices. Teachers may not consider their own theories of teaching that influence their teaching practice, but coaches may assist teachers in understanding their theories into practice.

According to Boody (2010), decades have divided educational research and practice concerning teachers. Boody proposes that what teachers do in their teaching practices should be a concern to future research; Boody also suggested that the divide in practices may be teachers' actions and their own theories of content teaching. Also, teachers' educational practices are of concern due to research-based strategies in reading or even that teachers may not be trained to read content literature that affects their teaching (Boody, 2010). In funding to increase teachers' awareness in research-based instruction strategies to teach reading, there still seems to be a disconnect in what teachers actually do in the classroom (Boody, 2010). Boody also contributes the lack of understanding on the part of researchers' studying topics that are important to teachers (Boody, 2010). Teachers' theories and practices are important to have significant instructional changes in classrooms. Growing research includes examinations into the interests of teachers' knowledge and beliefs as they relate to their teaching practices. DeFord (1985) and others have suggested that teachers' instructional choices are connected to their theoretical orientation to reading.

Across the world, teachers are major influencers of student learning. As such, teachers' theoretical orientations in teaching reading are significant as well as how those beliefs and theories relate to classroom practice (Poulson, Avramidis, Fox, Medwell, &

Wray, 2001). In a study conducted in the Netherlands, de Vries, Jansen, and van de Grift (2013) investigated 216 teachers as they participated in Continuing Professional Development (CPD). They also examined the relationship that CPD has to teachers' beliefs and learning. In the Netherlands, CPD classes are fairly new, so the researchers wanted to understand how CPD classes impact teachers. Their results showed that teachers who are more oriented in learning and development reflected that understanding when teaching students; no relationship of teacher's content matter and change in beliefs due to CPD classes. An interesting finding was that when teachers in CPD classes had more teaching experiences, they had less reflective practices (de Vries et al., 2013). This study is representative of Guskey's (1986, 1995) earlier model of professional development and how attitudes and beliefs can change outcomes in classrooms.

Teachers' beliefs and their orientations can differ in classrooms and affect students' learning outcomes. Rubie-Davies, Flint, and McDonald (2012) conducted research in New Zealand with 68 teachers, and they reported findings similar to those of de Vries et al. (2013) and Guskey (2002). They found that teachers participated in professional development, but their beliefs impacted their teaching. However, Rubie-Davies et al. also investigated teachers' beliefs about students' learning outcomes. They examined the following: teacher efficacy (how much teachers could adjust their teachings to accommodate content levels of learning); teacher goal orientation (how teachers measured themselves on mastery of their instruction); Assessment Tools for Teaching and Learning reading comprehension (an instrument used in New Zealand to assess students' reading comprehension in math and writing); and teacher expectation survey

(an instrument derived from the Assessment Tools for Teaching and Learning in which teachers made a class list to estimate students' progress that might be made in a year; Rubie-Davies et al., 2012). Rubie-Davies et al. concluded that teachers differ in their teaching and performance levels, similar to how students differ in their learning and performance levels. Findings indicated that teachers vary in their beliefs and can potentially influence students' learning, but more research is needed, including how teachers' beliefs may influence students' learning and reviewing because their contextual language during teaching may add more insight to theories and practices (Rubie-Davies et al., 2012; de Vries et al., 2013). From results of these studies, literacy coaches can begin to develop ways to deliver instructional information and support how they coach classroom teachers as they understand theory into practice.

Learning and Coaching Cycles

Teachers who are coached can learn about their own educational teaching practices through a process of learning: reading theoretical text about content, viewing modeled lessons, and understanding a data-driven instruction. One reason schools have instructional coaches is to support teachers' instruction in classrooms. How teachers learn and what they believe is important to the cycle of coaching. Research has been conducted about the importance of how we learn not only as we teach children but also as we teach adults. Adults come with their own beliefs and practices, so how they learn is just as important as how they present information.

Kolb (1981) described the learning process as one that has "differences in individual learning styles and corresponding learning environments" (Kolb, 1981, p.

235). Kolb's studies are based on previous works of Kurt Lewin in the forties and Jung's (1923) work. According to Kolb, two levels comprise the learning process: (a) the learning models of intellectual origins, and (b) the importance of experience. As shown in Figure 1 in the next chapter, Kolb explained that the learning process based on experience translates into concept which turns into new experiences. He further describes this as a four-stage cycle of learning: "Concrete experience, observations and reflections of abstract concepts and generalizations, testing implications of concepts in new situations, learning styles and disciplinary differences" (Kolb, 1981, p. 235).

Learning Kolb's (1981) model may improve the process that literacy coaches and teachers experience not only in their relationships with one another but also in understanding their own theories of reading. Kolb described in his research that learners vary in all the above elements, and they may not experience these concepts in one fluid movement. Relationships among coaches and teachers may be contingent on "past life experience and the demands of our present environment" (Kolb, 1981, p. 237).

In any learning environment with children and/or adults, it is especially important to understand the learners and their learning processes. Creating another cycle from Kolb's (1981) model of learning, Jenkins (2013) presented a coaching cycle that reflects three "constituent spaces" (p. 265) in coaching: pre-reflective experience, reflection on experience and post-reflective thinking (Jenkins, 2013). This model presents similar information included in Kolb's model, but it is in the form of coaching from one event to another instead of teaching. Jenkins noted that it is important for coaches to learn from dialogues of teachers. For coaches to make informed decisions and to move forward in

teaching practices, they need to reflect on teachers' dialogues and to understand their past decisions. One way to understand teachers' and coaches' theories is to ask them about their beliefs concerning reading. Researchers have used the TORP survey as a way to understand teachers' theoretical orientations in reading. These studies give literacy coaches and school teachers a better awareness of their own theories and how they might approach teaching reading.

TORP Studies

The TORP has been used in several studies about understanding the theories and practices of teachers. These research studies help researchers understand teachers' theories as they put their theories into practices in the classroom. Teachers, like coaches, come from a variety of backgrounds and education. Using the TORP is one way of understanding the theories of teachers and coaches who help present another layer to the complex task of teaching.

Some researchers from reviewed literature used the TORP to explore theory in practice to study background experiences, degree levels, and theoretical orientations in their research (Ketner, Smith, & Parnell, 1997; Poulson et al., 2001). They indicated in their studies that research has not focused enough on theoretical orientations and their relationships to reading instruction. In Ketner et al.'s (1997) research, three questions were asked: "(1) Is there a positive correlation between teacher of developmentally appropriate practice and a whole language orientation to reading? (2) Do teachers differ in their endorsement of developmental appropriate practices and their theoretical orientation to reading as a result of level of background in early childhood education and

level of background in reading, and (3) do the teachers differ in their endorsement of developmentally appropriate practice and their theoretical orientation to reading as a result of degree level, years of experience and grade taught?" (Ketner et al.,1997,p. 215). Poulson et al. (2001) also studied teachers' years of experience, levels of qualification, and additional trainings, as well as theoretical orientations and effective teachers in reading, writing, and mathematics. According to Ketner et al. (1997) and Poulson et al. (2001), neither research showed correlations with higher degrees and theoretical orientations.

Ketner et al.'s (1997) study included the Developmental Appropriate Practices (DAP) set by Copple and Bredekamp (2009). One assumption was that teachers who were influenced by the DAP standard of teaching would endorse a whole language approach to reading instruction according to the TORP. The study comprised of 18 kindergarten teachers, 12 first grade teachers, 20 second grade teachers, and 16 third grade teachers; this sample totaled to 66 teachers. The assumption, according to the TORP, indicated that 66 teachers in the sample scored in the skills orientation range, and only six teachers scored in the whole language range. The study, however, also included an 18-item questionnaire about appropriate practices from DAP and according to Copple and Bredekamp. The DAP and TORP results indicated that teachers who included DAP teaching practices had increased relationship to whole language orientation range. They supported these results due to the fact that the training in DAP was very specific in their developmental practices. Those teachers were given very clear practices and the teachers could easily emulate those practices in their classrooms. Ketner et al. (1997) found that

many teachers who had strong traditional teaching practices were resistant to change and endorsed traditional classroom practices. These traditional practices may also be reinforced by supervisors and their school districts and how teachers are trained (Ketner et al., 1997). Traditional practices referred by Ketner et al. (1997) was teachers direct teaching on phonics and skills rather than a constructivist model where children learn as they have hands on approaches to instruction.

Shaw, Dvorak, and Bates (2007) used the TORP survey with 52 undergraduate elementary pre-service teachers about their beliefs, self-efficacy, and knowledge prior to the university semester reading methods class. In this study, the professors researched students' prior beliefs and knowledge about reading and found that students made significant changes in their theoretical orientations. An assumption from this study suggested that the professors themselves influenced students by building on what they knew and having practical experiences while working with elementary children in "real-life" (p. 236) situations (Shaw, Dvorak, & Bates, 2007). The researchers discussed another finding that was not part of their study but may need further investigation that "people's actions are more representative of their beliefs" (p. 239). They found that the students' reading orientations were not always what they delivered in their reading instruction. Their findings were important because they contradicted previous studies about teacher education not being effective in pre-service beliefs (Shaw, Dvorak, & Bates, 2007).

All research that has been used by the TORP has showed the importance of further understanding what teachers reading orientations are and how they relate to their

teaching. In this study, the TORP will be used to understand reading orientations and how they relate to the content of coaching. The following chapter explains the method and design of this study using the TORP and the coaching conversations to understand further beliefs to practice.

CHAPTER III

METHODOLOGY

This study has been used to examine how six literacy coaches' theoretical reading orientations relate to their coaching practices. A number of studies have explored literacy coaches' qualifications, activities during the day, and their roles. Scott et al. (2012) suggest that further research is needed to observe the language literacy coaches use during coaching. These researchers have attempted to look at coaches' theoretical orientations to reading and how they are presented in their practices with teachers. To understand the theoretical reading orientations and their relationship to coaching, qualitative data were collected.

This chapter includes the research method and design used to implement this study. The following is discussed in this chapter: research setting, research participants, instruments used in data collection, procedures used, data analysis from simulated coaching, data analysis from live coaching, and summary of the methodology.

Sample

This study was conducted in an East Texas suburban school district. The district hosts approximately 18,000 students at two high schools, 6 middle schools, and 17 elementary schools. Of those enrolled, approximately 72.0% were economically disadvantaged, 61.0% were at risk, 22.0% were Caucasian, 44.0% were Hispanic, 31.0% were African American, 1.0% were Asian, and less than 1.0% were Native American.

Additionally, the district supports 14 math and literacy coaches who support instruction in 17 elementary schools.

Out of eight district literacy coaches, six participated in this study. The literacy coaches were all female: three were African American, and three were Caucasian. All six literacy coaches held a Master's degree; however, not all literacy coaches held a certification as Reading Specialists or Master Reading Teacher. The following paragraphs provide a brief biography of each coach from the Teacher Demographic Survey. Pseudonyms were used in this study to identify the participants.

Annie has been teaching for twelve years and was a self-contained elementary classroom teacher for ten of those years. She has been a literacy coach for one year and is currently coaching in a title school, working with teachers in kindergarten through fifth grade. She coaches teachers three days a week, and days she is not coaching are spent in meetings. Annie recently earned her second Master's degree in Reading and has a Reading Specialist Certification. Her first Master's degree was in Educational Administration.

Jackie has taught for fifteen years; ten of those years were spent in a self-contained elementary classroom, and two other years were spent with small group reading instruction. She has been a coach for three years in a title school and coaches teachers in kindergarten through fifth grade at two elementary schools. Jackie coaches four to five days a week and earned her Master's degree in Educational Administration.

Jane has taught for twenty years, and sixteen of those years were spent in a self-contained elementary classroom. She has been a coach for four years and currently

coaches Head Start teachers across the district. She coaches four to five days a week and earned her Master's degree in Curriculum and Instruction.

Jose has taught for twenty years; sixteen in a self-contained elementary classroom. She has been a coach for four years and currently coaches in two elementary title schools. She coaches four to five days a week and earned her Master's degree in Educational Administration last year.

Mary has taught for twenty years; sixteen of those years were spent in a self-contained elementary classroom, and three of those years were spent with small group reading instruction. She has been a coach for one year and coaches teachers in kindergarten through fifth grade in an elementary title school. She coaches four to five days a week, and holds a Reading Specialist Certification, and she earned her Master's degree in Reading.

Abigail has taught for twenty years; ten of those years were spent in a self-contained elementary classroom and four of those years were spent with small group reading instruction. She has been a coach for four years and coaches teachers in kindergarten through fifth grade at a title elementary school. She coaches four to five days a week and earned her Master's degree in Curriculum Instruction.

Researcher

Currently, the researcher is employed at the University of Texas at Tyler in the College of Education and Psychology and teaches reading, writing, and reading practicum classes to EC–6 education majors. The researcher's past training was as a Reading Recovery teacher and a district literacy coach for the district that served as the

locale for the study; however, the researcher has not been employed in the district for over twelve years. The researcher is knowledgeable about coaching and holds coaching certifications from Ohio State University and Texas Tech University. The researcher has also trained trainers in literacy coaching and supported literacy coaches and teachers in six school districts.

The researcher is familiar with the school district and some of the participants in this study but has not taught or coached any teachers who participated in this study. During the live coaching, the researcher was simply an observer, not a participant. The researcher knows of coaching and biases towards coaching based on personal training. In this study, the researcher was not studying the coaching process but rather the literacy coaches' reading orientations and how those reading orientations related to their coaching practices.

Research Design

The research design for this qualitative case study focused on a unique population of literacy coaches: in particular, six literacy coaches. In this study, coaches' theoretical reading orientations were examined, according to the Theoretical Orientation Reading Profile (TORP) and their coaching practices during a coaching event. Denzin and Lincoln (1998) suggested that

...researchers may study a number of cases jointly in order to inquire into the phenomenon, population, or general condition. We might call this *collective case study*. It is not the study of collective but instrumental study extended to several

cases. Individual cases in the collection may or may not be known in advanced to manifest the common characteristic. (p. 89)

This study focuses on six literacy coaches individually to investigate a common characteristic of theoretical reading orientations and coaching practices. The collective case study was used to examine a unique population of literacy coaches within a district. In qualitative research, it is not uncommon to use a unique data set; unique samples are described as purposeful sampling (Merriam, 2009). Merriam (2009) states, “a unique sample is based on unique, atypical, perhaps rare attributes or occurrences of the phenomenon of interest” (p. 78). These six literacy coaches were chosen to have a better understanding of the uniqueness literacy coaches have in their coach practices with classroom teachers.

Data Collection and Procedures

To research theoretical reading orientation and literacy coach practices, the following data collection and procedures were used. The rest of this chapter includes information about the following: IRB approval, participant recruitment, literacy coaches’ engagements, sources of data, timeline, teacher demographic survey (TDS), simulated video and coaching for small group reading, and live small group reading and coaching.

IRB Approval

The school district in this study was contacted to obtain approval for the Institutional Review Board (IRB) process. Once IRB approval was obtained, the school district was contacted a second time to schedule data of the literacy coaches (see Appendix A). The Executive Director of Curriculum and Instruction and Supervisor of

literacy coaches invited the researcher to attend a literacy coaches' bi-monthly meeting. At one of the meetings, the researcher presented the research project and provided a sign-up sheet for those who were interested in being contacted for participation.

The literacy coaches needed to meet specific criteria for being included in this study. To be qualified as a participant in the study, participants must have (a) been full-time employees working for a school district in East Texas and (b) worked with and coached classroom teachers. Literacy coaches did not need to hold a Master's degree in Reading or have a Reading Specialist Certification to participate in this study.

The job of a literacy coach is described by the International Reading Association (IRA; 2014) as a reading specialist who focuses on providing professional development for teachers by giving them additional support needed to implement various instructional programs and practices. According to the IRA, specific guidelines for becoming a literacy coach are that literacy coaches hold a Master's degree in Reading or have a Reading Specialist Certification. Although the Texas Education Agency (TEA) describes official requirements of literacy coaches, some literacy coaches do not hold certifications, such as Master Reading Teacher, or a Master's degree in Reading or Reading Specialist. Master's degrees are not required for teaching or coaching in Texas.

In schools, literacy coaches are most often responsible for ongoing professional development and collecting assessment data concerning students, directly working with students in small groups, and working with individual teachers in their classrooms. Literacy coaches give feedback to teachers after observing lessons and may model literacy lessons for teachers (U.S. Department of Education, 2007). The literacy coaches

for this study were engaged in these common roles: observing classroom lessons and participating in coaching sessions. The school district in this study had 14 literacy coaches who coached in either math or reading areas. Of the eight reading coaches, seven were present at the literacy coach meeting. The six literacy coaches who agreed to participate in this study met the criteria for this research study.

Literacy Coaches Engagement in Study

The six literacy coaches were given a brief description of the requirements of the study and what would happen on their two day visits. They were asked to complete two surveys online, watch and coach a teacher from an online video, and engage in a coaching event with a first-grade teacher working with an emergent reading group. During one of the visit days, the researcher shadowed coaches during normal coaching procedures and recorded the events during that time. Each literacy coach who agreed to participate in the study signed an IRB agreement form and selected dates and times to meet with the researcher.

Sources of Data

To help answer the research question, four sources of data were gathered using the following instruments: TDS, TORP survey (DeFord, 1979), simulated reading event, and live reading event. The following sections describe each data source in detail and provide a further explanation of the collection process: (a) data collection timeline, (c) TDS, (c) TORP, (e) simulated video of small group reading, and (g) live small group reading. Table 3 shows how data were collected during the two days of data collection.

Research Timeline

This timeline was designed before the study began in order to plan for the writing and research collection. Table 3 presents the research timeline:

Table 3

Research Timeline.

Phase 1	Phase 2	Phase 3
September-December, 2013	December, 2013-March, 2014	March-June, 2014
IRB Approval	Meetings with coaches. Explanation of surveys placed in Qualtrics.	Data collection completed
District & Participant Consent Obtained	Observations of simulated and live coaching events.	Data coded and analyzed

The Teacher Demographic Survey

The Teacher Demographic Survey (TDS) is a 22-item survey that includes 16 multiple-choice questions, two fill-in-the-blank questions, and four questions with response options based on a five-point Likert scale. As shown in Appendix B, the TDS established the teaching experience history of the literacy coaches (i.e., what degrees they had obtained, how long they had taught in the classroom, and whether they had attended extended coaching classes). The TDS questions were designed to gather demographic information, such as age, gender, and questions specifically related to coaching. The

questions on this particular demographic survey provided information for a rich description of each participant and ensured the participants' qualifications for the study.

Theoretical Orientation Reading Profile (TORP)

The TORP is a 28-question survey that uses a Likert Scale response system. The TORP has an overall score range for three categories of participant responses: phonics theory, skilled theory, and whole language theory. The TORP survey response in this study determines the theoretical reading orientations of six literacy coaches, which answers the question of how the literacy coaches' theoretical orientations relate to the content of their coaching practices.

According to DeFord (1979, 1985), the TORP is considered a valid instrument in measuring theoretical reading orientations: "If the TORP provides any predictive value for researchers and other professionals, then judges from the field of reading should agree on what responses are indicative of phonics, skills and whole language orientation" (DeFord, 1985, p. 136). DeFord also suggested that it should be possible to observe these theoretical orientations in their teaching. The TORP has a reliability of (alpha [α], $r = .80$); therefore, this instrument was chosen to measure literacy coaches' theoretical orientations of reading.

Simulated Small Group Reading Video and Coaching

A video of a small group reading event was selected for this study so all literacy coaches could have a similar coaching experience. The video is an online resource available to the public and was developed by the Ontario Ministry of Education (Ministry of Education, n.d.). The web site hosts instructional guidance to teachers in the subjects

of reading, math, and health. The Ontario Ministry of Education has suggested the videos are of exemplar teaching models in content areas, such as small group reading. The video used for this study demonstrates small group reading lessons for working with emergent readers. The small group reading video was used to have a common coaching experience. Each coach observed the video and then coached the teacher from the video.

Live Small Group Reading and Coaching

Literacy coaches selected first-grade teachers to observe during a live small group reading lesson. The literacy coaches observed emergent reading groups like the one they watched in the video and spoke with the classroom teacher concerning the study. Then, the literacy coaches asked the classroom teachers to select emergent reading groups to conduct reading lessons and coached them after the lesson. It is usual practice for literacy coaches to have a pre-conference with teachers about the lesson the coach might observe, but no coaches in this study conducted a pre-conference. The literacy coaches and the researcher observed the lessons before the literacy coaches coached the teachers.

Data Collection

The data were collected over four months. Six literacy coaches met separately on two separate occasions. This section presents an in-depth description of the data and how the data were collected during the two days. Day One included meeting with coaches, completing the TDS and TORP, watching simulated small group reading video (before the reading, during the reading, after the reading), and literacy coaching for simulated reading video. Day Two included observing the live small group reading and live coaching, recording the audio, and conducting the process for coding analysis.

Day One: Meeting With the Coaches

The first day's meetings with the literacy coaches took an average 30–45 minutes long. During this first meeting with each coach, the researcher explained the IRB form and secured coaches' signatures and agreements to participate in the study. The participants were then shown how to gain access to the TDS and TORP survey that would be used in this study. The surveys were administered concurrently with the collection of simulated and live coaching.

An explanation of the surveys was given, and the literacy coaches filled out the two surveys (i.e., TDS and TORP) at their convenience. If any concerns arose, they e-mailed or called the researcher. No participants had any questions concerning either survey, and both surveys were completed by all participants in the 4-month time frame.

The TORP data were collected from six literacy coaches, and the survey was placed in a Qualtrics Program. The data from the TORP were not reviewed or downloaded until all literacy coaches had been observed. Upon completing observations, each literacy coaches' survey was hand-scored after applying DeFord's (1979, 1985) scoring procedures.

The TORP survey includes ten questions about phonics, ten questions about skills, and eight questions about whole language (see Table 4). The phonics questions included items 1, 2, 3, 6, 9, 10, 12, 20, 21, and 22. The skills questions included items 4, 8, 11, 13, 14, 16, 19, 24, 25, and 28. Lastly, the whole language questions included items 5, 7, 15, 17, 18, 23, 26, and 27. The second reader and the researcher used these questions to code the transcriptions from the simulated video coaching.

Table 4

TORP Survey Questions by Category.

Item Number	Question
TORP Phonics Questions	
1.	A child needs to be able to verbalize the rules of phonics in order to assure proficiency in processing new words.
2.	An increase in errors is usually related to a decrease in comprehension.
3.	Dividing words into syllables according to rules is a helpful instructional practice for reading new words.
6.	When children do not know a word, they should be instructed to sound out its parts.
9.	Reversals (e.g., saying “saw” for “was”) are significant problems in the teaching of reading.
10.	It is good practice to correct a child as soon as oral reading mistake is made.
12.	Paying close attention to punctuation marks is necessary to understanding content.
20.	Controlling text through consistent spelling patterns (e.g., The fat cat can ran back. The (fat cat sat on a hat.) is a means by which children can best learn to read.
21.	Formal instruction in reading is necessary to ensure the adequate development of a skill used in reading.
22.	Phonics analysis is the most important form of analysis used when meeting new words.
TORP Skills Questions	
4.	Fluency and expression are necessary component of reading that indicate good comprehension.
8.	The use of a glossary or dictionary is necessary in determining the meaning and pronunciation of new words.
11.	It is important for a word to be repeated a number of times after it has been introduced to ensure that it will become a part of sight vocabulary.
13.	It is a sign of an ineffective reader when words and phrases are repeated.

Table 4, *continued*

TORP Survey Questions by Category.

Item Number	Question
14.	Being able to label words according to grammatical function (e.g., nouns, etc.) is useful in proficient reading.
16.	Young readers need to be introduced to the root form of words (e.g., run, long) before they are asked to inflected forms (e. g., running, longest).
19.	The ability to use accent patterns in multisyllable words (pho'to graph, pho to'graphy, and pho to gra' phic) should be developed as a part of reading instruction.
24.	Word shapes (word configuration) should be taught in reading to aid in word recognition.
25.	It is important to teach skills in relation to other skills.
28.	Some problems in reading are caused by readers dropping the inflectional ending from words (e.g., jumps, jumped).
TORP Whole Language Questions	
5.	Materials for early reading should be written in natural language without concern for short, simple words and sentences.
7.	It is good practice to allow children to edit what is written into their own dialect when learning to read.
15.	When coming to a word that's unknown, the reader should be encouraged to guess upon meaning and go on.
17.	It is not necessary for a child to know the letters of the alphabet in order to learn to read.
18.	Flash-card drills with sight words is an unnecessary form of practice in reading instruction.
23.	Children's initial encounters with print should focus on meaning, not on exact graphic representation.
26.	If a child says "house" for the written word "home", the response should be left uncorrected.
27.	It is not necessary to introduce new words before they appear in the reading text.

Simulated Reading Video

The researcher met with all literacy coaches individually and downloaded the small group reading video from the website for the Ministry of Education (n.d.) in Ontario, Canada. The following is an in-depth description of the video that all literacy coaches in this study watched. The literacy coaches and the researcher watched the video; afterwards, the literacy coaches discussed how they would coach the teacher.

The video module used in this study showed a teacher working with three emergent readers in a small group reading event. Emergent readers usually are children at the beginning stages of reading. These readers were of kindergarten age and were learning about text patterns, sound/letter recognition, and concepts about print. The early readers in the video also learned about familiar story lines that build comprehension and about fluency of high frequency words, such as *my*, *the*, etc.

The video module was divided into four parts: classroom management, before the reading, during the reading, and after the reading. For this study, classroom management was excluded from participants' observances. Divided parts of the module allowed time for literacy coaches to take notes before moving to the next part; however, coaches were asked to view the lesson as an entire reading lesson and were asked to coach the entire event. Coaches also had a written transcript of the small group reading lesson, which was provided by the producers of the video, to use as a guide to refer to before, during and after the video (see Appendix C; Ministry of Education, n.d.). The video was a total of 4 minutes and 44 seconds long; however, the entire viewing of the simulated reading event was approximately 15 minutes long to allow the participants' time to write their notes.

As shown, Table 5 describes the essential elements of a guided reading lesson, and the simulated video followed this framework. All six of the literacy coaches in this study were familiar with the essential elements described by Fountas and Pinnell (1996). The teachers and coaches from the district in this study use this text in their professional learning communities (PLC) classes. The next section describes the familiar orientation of essential elements for teachers and children in classrooms in the before the reading, during the reading, and after the reading sections.

Table 5

Essential Elements of Guided Reading.

	The Essential Elements of Guided Reading		
	Before The Reading	During The Reading	After The Reading
Teacher	<ul style="list-style-type: none"> • Selects an appropriate text, one that will be supportive but with few problems to solve • Prepared an introduction to the story • Briefly introduces the story, keeping in mind the meaning, language, and visual information in the text, and the orientation, experience, and skill of the reader • Leaves some questions to be answered through reading. 	<ul style="list-style-type: none"> • “listens in” • Observes the reader’s behaviors for evidence of strategy use • Confirms children’s problem-solving attempts and successes • Interacts with individuals to assist with problem-solving at difficulty (when appropriate) • Makes notes about the strategy use of individual readers 	<ul style="list-style-type: none"> • Talks about the story with the children • Invites personal response • Returns to the text for one or two teaching opportunities such as finding evidence or discussing problem-solving • Assesses children’s understanding of what they read • Sometimes engages the children in extending the story through such activities as drama, writing, art, or more reading • Sometimes engages the children for a minute or two of word work

Note. Graph used from “Guided Reading; Good First Teaching For All Children,” by I.C. Fountas and G.S. Pinnell (1996, p. 7).

Table 5, *continued*

Essential Elements of Guided Reading.

The Essential Elements of Guided Reading			
	Before The Reading	During The Reading	After The Reading
Children	<ul style="list-style-type: none"> • Engage in a conversation about the story • Raise questions • Build expectations • Notice information in the text 	<ul style="list-style-type: none"> • Read the whole text or a unified part to themselves (softly or silently) • Request help in problem-solving when needed 	<ul style="list-style-type: none"> • Talks about the whole story • Check predictions and react personally to the story or information • Revisit the text at points of problem-solving as guided by the teacher • May read the story to a partner or independently • Sometimes engage in activities that involve extending and responding to the text (such as drama or journal writing) • Sometimes engage in a minute or two of word work

Note. Graph used from “Guided Reading; Good First Teaching For All Children,” by I.C. Fountas and G.S. Pinnell (1996, p. 7).

Before the reading. In this first section of the simulated reading event, the teacher in the video used the text *Glasses* by Lee (1999). The teacher supported the children with an unfamiliar word (i.e., *my*), and the children looked on as the teacher held the book they were to read. The written script reported that the children had the book in front of them, and they were asked not to open the text. However, in the video, the children did not have books there before the reading.

The teacher held the book for the children to see and began talking with the students. The teacher pointed to the front of the book cover that showed a little girl

wearing glasses, and the teacher began asking students what they thought the story might be about. She further discussed that glasses are not only for wearing, but they can also hold drinks.

The teacher continued to hold her copy of the text as the students observed. She then turned the pages of the book and discussed each picture and person on the pages wearing glasses. The children either tried to read the text or repeated the sentences that the teacher mentioned as she continued with the story walk. The teacher took the children through the text, leaving the last page for their own discovery. She then asked them to predict the last page and who might be wearing glasses at the end. At the end of this video segment, the teacher handed the children copies of their own book to read independently.

During the reading. In this section, the teacher briefly interacted with students and took notes. The “during the reading” part of the video was 38 seconds in length. Children were expected to read the entire text during a first reading to themselves in a quiet or whisper voice; however, all the children read in unison during the reading. The teacher also listened in to one reader and gave support when needed; she also took notes during the reading while the children read out loud in unison.

After the reading. In this last video segment, the teacher discussed the story and reading strategies with the students. After the children read the text, the teacher discussed the story for 1 minute and 44 seconds, which concluded the video series. The following transpired after the students read the text in the video:

The teacher engaged students in a discussion about what their favorite part was and any difficulties they might have encountered. Students were encouraged to share strategies that helped them in their reading. The teacher explained that they could reread their book and after place in their independent browsing boxes. In the script it is written that; “during a subsequent lesson, the teacher may choose to revisit the text and address the high-frequency words encountered in the text, perhaps also asking the students to read the classroom walls with a pointer, while looking for the same words” (see Appendix C; Lee, 1999, p. 87–89).

Literacy Coaching of Simulated Reading Video

After the participants viewed the simulated video, they participated in a semi-structured interview and answered questions about how they might coach the teacher about what happened in the simulated small group reading video. The semi-structured interview of the simulated coaching video took approximately 20 to 30 minutes. The researcher had several questions prepared and used them to elicit the views of the literacy coaches as they coached. Questions used included the following:

1. If this teacher was on your campus, how would you coach this teacher?
2. Would you use any data with the teacher to support your coaching?

Audio recording. Participants were reminded that the coaching session would be audio recorded and that the researcher would take notes to assure accuracy in reporting the data. All the literacy coaches were asked, “If you don’t mind I would like to record this session so that I am accurate in my reporting.” It was also explained that recording would allow for more focused attention from the researcher while the coaches spoke

about their coaching styles. All participants agreed to allow the tape recorder, and notes were also taken during the coaching sessions. After each visit of the simulated coaching, the audio tapes were immediately transcribed and field notes were taken (see Appendix D).

Day Two: Meeting With the Coaches

The second part of phase two was to meet with literacy coaches, to observe a live small group reading lesson, and then to observe the literacy coaches coaching the classroom teachers on their reading lessons. Two of the six literacy coaches, Jackie and Annie, participated in this part of the data collection. The following reports a brief description of the data collected. Meetings from the second day took approximately one hour for each coach visit.

Jackie. Jackie selected an experienced teacher to work with who instructed a transitional reading group. Jackie did not use an emergent reading group that was recommended for this study, and she did not conduct a pre-conference with the teacher about her lesson or students she was working with at the time. Jackie and the researcher observed the classroom teacher and took notes during the session. Jackie immediately coached the classroom teacher in her classroom after the reading lesson. The teacher had a university student in her room who took students out for recess while Jackie coached the teacher. The researcher observed the coaching session, received the participating teacher's permission to audio tape the coaching session, and took field notes during the session.

Annie. Annie selected a first-year teacher to observe an emergent reading group. Annie had not met prior with this teacher to conduct a pre-conference. Annie and the researcher observed the classroom teacher and took notes during the session. Annie then discussed with the researcher what she was thinking concerning her coaching and the teacher's instruction. About fifteen minutes after her lesson, the teacher joined Annie and the researcher; Annie then began coaching the classroom teacher. The researcher took notes and audio recorded the coaching session.

Following Annie's and Jackie's observations, the researcher immediately transcribed the audio tapes and field notes. The following section describes the data analysis of the four data sources used in this study.

Data Analysis

This section includes data analysis of each piece of data in this study to answer the following research question: How do literacy coaches' theoretical orientations relate to the content of their coaching? The audio tapes were transcribed and analyzed using a priori codes from the TORP (see Appendices E and F), and TDS and transcriptions of simulated and live coaching were analyzed. Also, the outcomes of analysis were compared from data sources to establish themes that addressed the research question; those themes are addressed in the next chapter.

One example of a TORP analysis is provided in this chapter. As an example, Jackie's TORP data illustrates the process. A column was created for all questions related to phonics, skills, and whole language, as well as the literacy coaches' responses for the reader. The TORP survey was completed by all six literacy coaches, and their

responses were scored using a Likert Scale of 1 (*strongly agree*) to 5 (*strongly disagree*). The literacy coaches' TORP surveys were scored, and their theoretical orientation was determined from their TORP scores. Coaching statements from the simulated and live coaching events were coded according to language associated with TORP questions. Statements coded as phonics, skills, and whole language orientations were added, and a percentage was given to determine theoretical orientation. These data were used to understand the literacy coaches' theoretical reading orientations.

Table 6 shows the survey questions that were asked on the TORP. Original survey questions were in numerical order and were not categorized. TORP questions were divided below into the three theories of phonics, skills, and whole language for readers, and the survey was analyzed after literacy coaches completed the survey in the Qualtrics program. All literacy coaches' scores indicated their theoretical reading orientations based on the TORP survey results. Below is a sample of Jackie's TORP survey; all literacy coaches' data will be reported in the next chapter. The table is divided by items related to phonics, skills, and whole language. The numbers on the left represent the item question number on the survey, and the letters represent Jackie's scoring of the question.

Table 6

Jackie's TORP Survey Data.

Item Number	Question	TORP Survey Data
TORP Phonics Questions		
1.	A child needs to be able to verbalize the rules of phonics in order to assure proficiency in processing new words.	SD
2.	An increase in errors is usually related to a decrease in comprehension.	A
3.	Dividing words into syllables according to rules is a helpful instructional practice for reading new words.	SA
6.	When children do not know a word, they should be instructed to sound out its parts.	SD
9.	Reversals (e.g., saying "saw" for "was") are significant problems in the teaching of reading.	D
10.	It is good practice to correct a child as soon as oral reading mistake is made.	N
12.	Paying close attention to punctuation marks is necessary to understanding content.	N
20.	Controlling text through consistent spelling patterns (e.g., The fat cat can ran back. The fat cat sat on a hat.) is a means by which children can best learn to read.	D
21.	Formal instruction in reading is necessary to ensure the adequate development of a skills used in reading.	N
22.	Phonics analysis is the most important form of analysis used when meeting new words.	A
TORP Skills Questions		
4.	Fluency and expression are necessary component of reading that indicates good comprehension.	N
8.	The use of a glossary or dictionary is necessary in determining the meaning and pronunciation of new words.	N
11.	It is important for a word to be repeated a number of times after it has been introduced to ensure that it will become a part of sight vocabulary.	N

Table 6, *continued*

Jackie's TORP Survey Data.

Item Number	Question	TORP Survey Data
13.	It is a sign of an ineffective reader when words and phrases are repeated.	SD
14.	Being able to label words according to grammatical function (e.g., nouns, etc.) is useful in proficient reading.	N
16.	Young readers need to be introduced to the root form of words (e.g., run, long) before they are asked to inflected forms (e. g., running, longest).	A
19.	The ability to use accent patterns in multisyllable words (pho'to graph, pho to'graphy, and pho to gra' phic) should be developed as a part of reading instruction.	N
24.	Word shapes (word configuration) should be taught in reading to aid in word recognition.	SA
25.	It is important to teach skills in relation to other skills.	SA
28.	Some problems in reading are caused by readers dropping the inflectional ending from words (e.g., jumps, jumped).	N
TORP Whole Language Questions		
5.	Materials for early reading should be written in natural language without concern for short, simple words and sentences.	D
7.	It is good practice to allow children to edit what is written into their own dialect when learning to read.	N
15.	When coming to a word that's unknown, the reader should be encouraged to guess upon meaning and go on.	SA
17.	It is not necessary for a child to know the letters of the alphabet in order to learn to read.	D
18.	Flash-card drills with sight words is an unnecessary form of practice in reading instruction.	N
23.	Children's initial encounters with print should focus on meaning, not on exact graphic representation.	A
26.	If a child says "house" for the written word "home", the response should be left uncorrected.	D
27.	It is not necessary to introduce new words before they appear in the reading text.	N

The TORP data were scored after the recommendations of DeFord's (1985) scoring point values were applied. Each answer was given using a Likert Scale: 1 (*strongly agree*) to 5 (*strongly disagree*). To determine the literacy coaches' theoretical score on the TORP, points were added, except for 5, 7, 15, 17, 18, 23, 26, and 27; for these items, the reverse point values were given. Then, the total points were added, and an overall score on the TORP fell into one of the following ranges: Theoretical overall score range was phonics (0–65); skills (65–110); and whole language (110–140). Jackie's final score was 82, falling into the skills reading orientation.

Coding of Simulated and Live Coaching

This section describes the analysis of the simulated coaching data, starting with how the transcriptions using a recorder were created, how themes and codes were chosen, and how the codes and TORP scores were analyzed. To transcribe recorded data from the simulated coaching event, the researcher directly connected the recorder to the computer. This allowed use of the pause and rewind buttons on the computer for better accessibility to type the audio recording into a Microsoft Word document. After phrases of the recording were typed out, the recording was rewound to ensure complete ideas were accurately reported.

When the entire recording was completed, the researcher listened several more times to make sure that the audio words matched the written words verbatim, including all words, interruptions, "Ums", and pauses. The researcher's field notes were also used as reminders of participants' actions during the interviews. After the researcher completed the first typing of the transcription, the researcher broke down the

transcription in sections for easier readability. After the full transcription was written, the researcher read and reread the transcriptions and listened several more times to the audio tape to ensure accuracy.

The data for the simulated coaching video were analyzed after transcribing the audio tape and using field notes. Codes include the following:

- Phonics: phonics language emphasizes smaller units of letters and sounds
- Skills: skills language emphasizes sight word vocabulary, and decoding skills of words
- Whole Language: whole language emphasizes the story first and then working with smaller units of word units (DeFord, 1985; Mergendoller & Sacks, 1994)

Two other themes emerged in the data: directive coaching and supportive coaching. The codes were present by how the literacy coach made statements either from a personal point of view or how they thought the lesson, skill, or teaching should have been accomplished. For supportive coaching statements, they confirmed a procedure or statement that happened in the lesson and were identified by how the coaches' language supported teachers' decisions about their teaching of the lesson.

The data were hand-coded. A code is most often thought of as a short phrase or a single word, and coding has a process that includes several readings (Saldana, 2013). The researcher and a second reader developed expanded definitions of each code and created a codebook. Creswell (2009) suggested that "[t]he use of a codebook is especially helpful for fields in which *quantitative* research dominates and more

systematic approach to *qualitative* research is needed” (p. 188). The TORP was central in this study to all other data collection to answer the research question: How do literacy coaches’ theoretical orientations relate to the content of their coaching in association with the TORP? The TORP was the codebook used to analyze the data, but the researcher and the second reader allowed for unanticipated data to emerge in the transcriptions. These unanticipated data were described as other, including notes describing the importance of the coding. The following paragraphs include definitions to support the coding of phonics, skills, and whole language in the simulated and live coaching transcriptions for each literacy coach.

Phonics coding was considered smaller than word emphasis, such as letters, sounds, and morphemes. The literacy coaches may have directed the conversation concerning children knowing all their letters and sounds and may have asked questions about children being assessed in their knowledge of letters and sounds. Phonics language used in coaching would address helping teachers understand the need to support children in learning the relationships between letters and sounds.

Skills coding was considered taking these ideas of skills into consideration: placing emphasis on instant word recognition and understanding the development of word analysis skills to aid students’ knowledge of unfamiliar words. Reading instructions for readers would be to help introduce new words in the story or to have students address reading skill charts.

Whole language coding assumes readers should have an interactive reading process that includes their natural language and includes their figuring out unknown

words. Readers bring their own experiences to the readings and understand how language works in order to be interactive with the text.

Coding Analysis Process

This section describes the process used to code the data and how a second reader supported the data analysis. The process was used in the simulated and live coaching, and only the coaches' statements were coded; the teachers' statements in the live coaching were not coded.

1. Entire transcription was read several times, and marginal notes to the side of the transcription were written.
2. Statements were identified using the codebook that established definitions for each code, and colored markers were used to identify the codes
3. All coaches' statements for the codes were written in the right margin
4. A second reader then reviewed the coded transcripts, which led to the expanded codebook described above, and the two codes of supportive coaching and directive coaching were added

A second reader, an Assistant Professor, had been employed at the same university (but in a different academic field) and was asked to code and discuss findings of the codes. The second reader is in her sixth year in her current position and has worked in the field of education for over 20 years as a teacher, instructional coach, administrator, and university faculty member. She has published numerous qualitative and mixed methods research articles and has published a college textbook on literacy and language development.

The researcher discussed the study with the second reader and made sure she was familiar with the TORP instrument. The second reader was given six simulated coaching transcriptions and two live coaching transcripts using the TORP to guide her in the coding. The second reader coded the transcriptions on her own and then discussed her findings with the researcher.

Tables 7 and 8 show a sample of how the second reader and the researcher coded Jackie's simulated transcription. The first column shows who is speaking, and the second column is the actual dialogue during the coaching along with underlined sections that were coded with numbers; the last column presents the codes with corresponding numbers matching coded transcriptions.

Table 7

Sample of Researcher's Codes of Jackie's Simulated Coaching Transcription.

Speakers	Transcript	Codes
Researcher	So how would coach this teacher?	
Coach	Um first of all I like how she introduced the book and gave ¹ them different examples or have them give her different examples of glasses but she also talked about a drinking glass-	¹ Whole Language
Coach	so ² that would be a good teaching point synonyms for that	² Skills
Coach	what I the thing I would coach her on would be ³ what is the purpose of the reading	³ Whole Language
Coach	because she gave them the book ⁴ and she had them make predictions on the last page	⁴ Whole Language
Coach	⁵ but what reading strategies did she want them to work on while they were reading	⁵ Skills
Coach	like if ⁶ they get stuck or like if they don't know a word what strategies are they relying on practicing that with that story	⁶ Skills
Coach	So that would be my question ⁷ making sure that the purpose for reading is set up and how she would do that.	⁷ Skills
Researcher	umm- How did you come to that decision?	
Coach	Um when first of all when she gave them the book the ⁸ only instruction was there really was no instruction	⁸ Skills

Table 8

Second Readers Codes of Jackie's Simulated Coaching Transcription.

Speaker	Transcript	Codes
Researcher	So how would coach this teacher?	
Coach	¹ Um first of all I like how she introduced the book	¹ Self-directive
Coach	And ² gave them different examples or have them give her different examples of glasses but	² Whole Language
Coach	³ she also talked about a drinking glass-so that would be a good teaching point synonyms for that	³ Skills
Coach	⁴ what I the thing I would coach her on	⁴ Self-directive
Coach	⁵ would be what is the purpose of the reading	⁵ Whole Language
Coach	⁶ because she gave them the book and she had them make predictions on the last page	⁶ Whole Language
Coach	⁷ but what reading strategies did she want them to work on while they were reading	⁷ Skills
Coach	⁸ like if they get stuck or like if they don't know a word what strategies are they relying on practicing that with that story	⁸ Skills
Coach	⁹ So that would be my question making sure that the purpose for reading is set up and how she would do that.	⁹ Skills
Researcher	umm- How did you come to that decision?	
Coach	Um when first of all when she gave them the book the only instruction was there really was no instruction	

After coding transcriptions, the researcher and second reader discussed discrepancies of coding. Their coding processes were similar, but the two differences of coding were on the self-directive coding and one coding of the statement, “which is part of their standard.” The second reader used self-directive to define coaches who use “I” statements and “You should do this” statements when coaching. The researcher’s view was that the coaches would use “I” statements as they were watching a video and would most likely say “I would do this” and “I like how she did that.” The second reader agreed that these statements were most likely to occur in a video conversation.

The second reader’s coding difference from the researcher was, “which is part of their standards.” The second reader labeled this statement under self-directive, as she thought this should refer to the teacher following the “rules” of teaching, or the method prescribed by the district. The researcher’s view on this was that the statement reflected another statement said in conjunction with the line before: “with emergent readers and young readers it really important to teach those strategies when you get stuck so that gives them a goal and a purpose for reading to text and which is part of their standards” The researcher thought the literacy coach was expressing a skill teachers teach based on standards of teaching skills to emergent readers. They agreed to keep the statement coded under skills rather than a directive statement.

The next transcription coded was that of the live coaching. The live coaching was completed by two of the six participants. Their coaching was audio taped, field notes were taken, and transcriptions were coded based on the three codes of the TORP: phonics, skills, and whole language.

Live Coaching

The data collection in Table 9 is a sample of the live coaching transcriptions of one literacy coach, Jackie, and the coding done by the researcher and second reader (see Appendix G). The discrepancies of coders are described after the table below. As shown, the first column describes the two speakers, the coach, and classroom teacher, and the second column includes their conversations with underlined text of only the coach and numbers; then, the last column shows the codes with corresponding themes.

Table 9

Sample of Researchers' Codes of Jackie's Live Coaching Transcription.

Speakers	Transcript	Codes
Coach	¹ You purposely selected that book,	¹ Supportive Coaching
Coach	² I know you went over the two vowels	² Phonics
Coach	You said the purpose was to look for these you ³ are decoding these when you read	³ Phonics
Coach	Um ⁴ I wanted to make sure you had that set that and you conveyed-that you conveyed that when you reminded them I want you to look for.	⁴ Directive Coaching
Coach	⁵ Yes and the visualizing that would be great even vertically third fourth and fifth	⁵ Supportive Coaching /Whole Language
Coach	⁶ Or when they are inferencing like you did.	⁶ Whole Language
Coach	⁷ They were looking at the picture they had to inference and bring background knowledge mental image information.	⁷ Whole Language

Table 9, *continued*

Sample of Researchers' Codes of Jackie's Live Coaching Transcription.

Speakers	Transcript	Codes
Coach	⁸ It helped you went over the strategies and made them tell what is was	⁸ Skills
Coach	⁹ Just saying Eagle Eye what does that mean that helps them when they are in their reading	⁹ Skills
Coach	¹⁰ I think when Ruby got to idea; she had to work on those strategies than you just giving it to her.	¹⁰ Skills
Coach	I know she I could really tell they know the routines. The table back here, where they are going to go ¹¹ using their anchor charts, this wasn't, this was something they do all the time that was very evident.	¹¹ Skills

Table 10

Second Reader's Codes of Jackie's Live Coaching Transcription.

Speakers	Transcript	Codes
Teacher	That lesson	
Coach	You purposely selected that book,	
Coach	I know you went over the two vowels	Phonics
Coach	You said the purpose was to look for these you are decoding these when you read	Phonics

Table 10, *continued*

Second Reader's Codes of Jackie's Live Coaching Transcription.

Speakers	Transcript	Codes
Coach	Um I wanted to make sure you had that set that and you conveyed-that you conveyed that when you reminded them I want you to look for.	
Coach	Yes and the visualizing that would be great even vertically third fourth and fifth	Other
Coach	Or when they are inferencing like you did.	Whole Language
Coach	They were looking at the picture they had to inference and bring background knowledge mental image information.	Whole Language
Coach	Just saying Eagle Eye what does that mean that helps them when they are in their reading	Phonics
Coach	It helped you went over the strategies and made them tell what is was	
Coach	Just saying Eagle Eye what does that mean that helps them when they are in their reading	Phonics
Coach	I think when Ruby got to idea; she had to work on those strategies than you just giving it to her.	Other
Coach	I know she I could really tell they know the routines. The table back here, where they are going to go using their anchor charts, this wasn't , this was something they do all the time that was very evident.	Other

The second reader and the researcher differed in a few of their coding processes.

The second reader used the word “other” in her coding; she coded the statement, “I think

when Ruby got the idea, she had to work on those strategies than you just giving it to her.” The second reader suggested that coaching statements directed toward how teachers teach or do not teach their content may influence the relationships of teachers and coaches. The researcher and second reader discussed other research that describes and labels coaching language.

They also discussed using the codes ‘directive’ and ‘supportive’ to describe coaching directions, suggestions, and supportive language used with the teachers concerning teaching instruction. However, codes for the directive and supportive dialogue were not used to address the research question. The second reader’s codes are further discussed in the last chapter.

The statements in the transcriptions were counted for each code. Jackie’s simulated coaching reported 13 statements about teaching instruction, and of those, 10 were skills-based reading instruction, and three were whole language. Of all her coaching statements, 77% related to a skills orientation. Jackie’s live coaching reported 32 coaching statements, and of those, seven were supported coaching, two were phonics, four were directive coaching, 13 were whole language, and six were skills-based reading instruction category; then, 59% of her coaching language related to whole language and skills-based practices.

Analysis of Data Across TORP, Simulated Coaching, and Live Coaching

Next, a data display chart, reported in Chapter IV, was created to summarize the results of each data source for each coach. This process helped illustrate the relationship between the three sources of data across the collective case. In Chapter IV, this data

display chart is shared, and all coaches' theoretical orientations across data sources are explained. Finally, the themes presented in the collective case study are described.

Figure 1 displays Jackie's results from the three data sources used in this study.

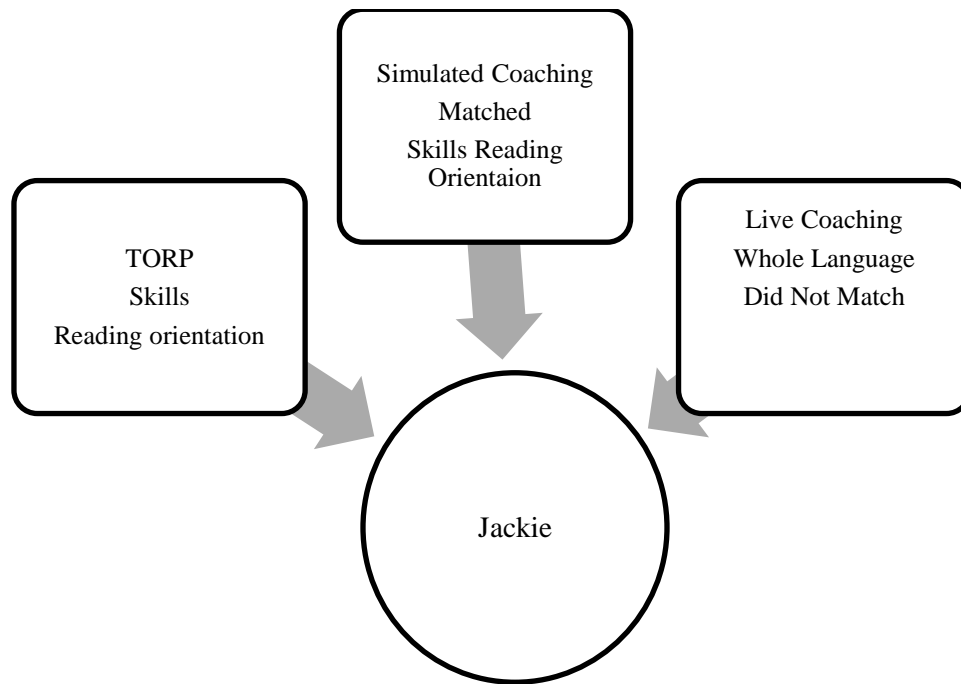


Figure 1: Jackie's results across three data sources.

This chapter displayed a sample of TORP, simulated and live coaching coded statements, and a figure to represent data sources. One literacy coaches' TORP, simulated and live coaching results were shown with her corresponding theoretical reading orientation.

In this chapter the methodology of the collective case study was described and how data were collected for each of the six literacy coaches to examine theoretical reading orientation and their coaching statements.

In the following chapter, the data from all six literacy coaches' TORP ranges are reported along with their simulated and live coaching statements. The simulated and live coaching statements will be described by reading orientations: phonics, skills and whole language. Finally, the coaching statements and TORP orientation of phonics, skills, and whole language will be examined to see if a match can be identified.

CHAPTER IV

FINDINGS

Chapter IV presents the findings from this study. The purpose of this study was to examine how literacy coaches' theoretical orientations relate to the content of their coaching. In other words, are coaches who subscribe to phonic, skills, or whole language philosophies more likely to engage in coaching that is aligned with those philosophies for teaching reading?

To determine whether participants' orientations to reading were associated with their coaching, they were first given the TORP, which categorized their theoretical orientations as phonics, skills, or whole language. Participants then practiced coaching after watching a simulated small group instruction via video. Two of the six participants coached a teacher on their campus. Finally, participants' coaching languages across the coaching events were matched with their theoretical orientation to reading.

Table 9 shows a summary of the Teacher Demographic Survey (TDS). The six literacy coaches that participated in the study responded to TDS survey.

Six female literacy coaches—three White and three African American—were participants in this study. They were all certified elementary teachers, and they coached literacy lessons with classroom teachers in an urban school district. All six participants had been teaching for 11–20 years and had previously taught in a self-contained elementary classroom for over 10 years each. They received their Master's degrees

between the years 2000 and 2014. As shown in Table 9, two of the six literacy coaches held reading specialist degrees, two held Master's degrees in curriculum and instruction, and two held degrees in educational leadership administration with principle certification.

Participants were asked how they would rate themselves on their confidence in coaching. This question was presented with a Likert scale of 1–5, with 5 being the highest amount of confidence. As also shown in Table 11, 33.0% of the literacy coaches rated their confidence in coaching as good and 67.0% rated their confidence as very good. Of the six participants, two held a reading specialist degree and had been literacy coaches for 1 year. The remaining four literacy coaches had been coaching for 3 to 4 years. The majority of literacy coaches (67.0%) coached at least 4 to 5 days a week, and the remaining literacy coaches coached 3 days a week.

Table 11

Frequencies and Percentages for TDS Responses.

	<i>n</i>	%
Gender		
Male	0	.0
Female	6	100.0
Do you have a Master's degree?		
Yes	6	100.0
No	0	.0
Do you have a reading specialist endorsement?		
Yes	2	33.0
No	4	67.0

Table 11, *continued**Frequencies and Percentages for TDS Responses.*

	<i>n</i>	%
How many graduate courses did you have in reading?		
0 Classes	3	50.0
5–6 Classes	1	17.0
7+ Classes	2	33.0
How long have you been a literacy coach?		
1–2 Years	2	33.0
3–4 Years	4	67.0
How many days during the week do you coach?		
3 Days	2	33.0
4–5 Days	4	67.0
How confident do you feel in coaching?		
Good	2	33.0
Very Good	4	67.0

Table 12 shows a summary of the key findings. Findings from each participant will be described individually and the transcription findings under each participant have been italicized. The italic font indicates participant responses during coaching and is reported from the simulated and live coaching as it relates or not to their theoretical reading orientation. For reading tools and full transcripts see Appendices H–P.

An examination of the data shows that five of the six participants' orientations to reading appeared consistent with their coaching simulations. Of the participants who engaged in live coaching, two demonstrated more varied results. One of these literacy coaches (Annie) was consistent in her TORP's orientation of skills and her coaching

statements in the simulated and live coaching. Another literacy coach (Jackie) demonstrated more varied results between her TORP's orientation and her coaching statements in the live coaching; Jackie's TORP's orientation of skills matched her simulated coaching, but in her live coaching statements she engaged in whole language.

Table 12

Data Display Chart.

Participants	TORP Scores	Sample Simulated Coaching Statements	Sample Live Coaching Statements
Jose	73 Skills Reading Orientation	<p><i>"remember what is in the sentence the word my and I would have children start at different times."</i></p> <p>(Statements align with Skills, 50% and Whole Language, 50%)</p>	Did not participate in live coaching.
Mary	77 Skills Reading Orientation	<p><i>"What I first started thinking about the level of her students possibly what she had in mind what particular skill or is her purpose just to read the book"</i></p> <p>(58% of statements align with Skills)</p>	Did not participate in live coaching.
Abigail	60 Phonics Reading Orientation	<p><i>"I think using anchor charts before reading."</i></p> <p>(46% of statements align with Skills)</p>	Did not participate in live coaching.

Note. TORP scores are divided into the following ranges: 0–65 = phonics, 65–110 = skills, and 110–140 = whole language.

Table 12, *continued*

Data Display Chart.

Jane	80 Skills Reading Orientation	<p><i>“He might have understood that word better if she had gone over it instead of listening to the other girl...”</i></p> <p>(53% of statements align with Skills)</p>	Did not participate in live coaching.
Annie	75 Skills Reading Orientation	<p><i>“...then going back to the high frequency word on the card if she had a vocabulary card for the kids to look at I think that would have been better.”</i></p> <p>(60% of statements align with Skills)</p>	<p><i>“Have him choose a word that rhymes, you know give him four words or five words and say which one of these words rhymes with hat.”</i></p> <p>(69% of statements align with Skills)</p>
Jackie	82 Skills Reading Orientation	<p><i>“If they don’t know a word what reading strategies are they relying on practicing that with that story”</i></p> <p>(77% of statements align with Skills)</p>	<p><i>“And that goes back to word structure you are working on. The vocabulary you used like infer, the intonation, attention to detail, fluency, um the problem and the solution”</i></p> <p>(45% of statements align with Whole Language)</p>

Note. TORP scores are divided into the following ranges: 0–65 = phonics, 65–110 = skills, and 110–140 = whole language.

Theoretical Orientation Reading Profile (TORP) Survey and Results

After completing the online TDS survey, the literacy coaches completed the TORP survey programmed in a Qualtrics survey software program. This section details participants' responses on the TORP reading profile.

The TORP was used to identify the respondents' theoretical orientations about reading instruction and coaching. In this survey, the coaches used a Likert-scale of 1 (*strongly agree*) to 5 (*strongly disagree*) on statements that indicated their theoretical orientation to teaching reading. The complete TORP survey is located in Appendix E, and full descriptions of the categories were included in Chapter III.

TORP survey items included 10 questions about phonics (Items 1–3, 6, 9, 10, 12, and 20–22), 10 questions about skills (Items 4, 8, 11, 13, 14, 16, 19, 24, 25, and 28), and eight questions about whole language (Items 5, 7, 15, 17, 18, 23, 26, and 27). Table 11 shows the descriptive data that identify the different response patterns of the six participants' literacy coaching associated with the TORP survey.

The literacy coaches' responses on the TORP items show an overall agreement of phonics orientation (60.0% of the time) and skills orientation to reading (58.0% of the time). Respondents selected *neither agree nor disagree* 20.0% of the time in both phonics and skills orientation. Whole language orientation was fairly divided between agreement (45.0% of the time) and disagreement (35.0% of the time).

Table 13

Descriptive Data Items Theoretical Orientation Reading Profile.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Phonics	2%	16%	22%	48%	12%
Skills	2%	19%	21%	39%	19%
Whole Language	8%	27%	19%	35%	10%

Results for the questions about phonics theoretical orientation are displayed in Table 14. As shown, the six literacy coaches positively agreed with phonics theoretical orientation questions (60.0% of the time). Results indicated an agreement with how phonics should be taught, such as verbalizing phonics rules (67.0%), understanding that an increase of errors of any kind lessens comprehension (84.0%), and knowing that readers need an understanding of syllabication (100.0%). Of the six literacy coaches, three agreed that teachers instruct phonic skills by instructing readers to sound out unknown words and correct miscues while children are reading, but 33.0% disagreed with this statement.

The literacy coaches' responses were split roughly equally about the statement, "When children do not know a word, they should be instructed to sound out its parts." Participants responded with *strongly disagree/disagree* (34.0%), *neutral* (33.0%), and *agree* (33.0%). The literacy coaches were asked about "reversals (e.g., saying "saw" for "was" are significant problems in the teaching of reading)." Responses for this question

included *disagreed* (34.0%), *neutral* (33.0%), and *agreed* (17.0%). For the question, “Phonic analysis was the most important form of analysis used when meeting new words,” three respondents answered *neutral* (50.0%), roughly one third answered *agreed* (33.0%), and a small percentage answered *disagreed* (17.0%).

Table 14

Literacy Coaches’ Responses to Phonic Orientation Questions.

Question one: A child needs to be able to <u>verbalize the rules of phonics</u> in order to assure proficiency in processing new words.				
SD = 0	D = 1	N = 1	A = 4	SA = 0
0%	17%	17%	67%	0%
Question two: An increase in <u>reading errors</u> is usually related to a decrease in comprehension.				
SD = 0	D = 1	N = 0	A = 4	SA = 1
0%	17%	0%	67%	17%
Question three: <u>Dividing words into syllables</u> according to rules is a helpful instructional practice for <u>reading new words</u> .				
SD = 0	D = 0	N = 0	A = 3	SA = 3
0%	0%	0%	50%	50%
Question six: When children do not know a word, they should be instructed to <u>sound out</u> its parts.				
SD = 1	D = 1	N = 2	A = 2	SA = 0
17%	17%	33%	33%	0%
Question nine: <u>Reversals</u> (e.g., saying “saw” for “is”) are significant problems in the teaching of reading.				
SD = 0%	D = 33%	N = 33%	A = 17%	SA = 0%
Question ten: It is good practice to <u>correct a child</u> as soon as an oral reading mistake is made.				
SD = 0	D = 2	N = 1	A = 3	SA = 0
0%	33%	17%	50%	0%

Table 14, *continued*

Literacy Coaches' Responses to Phonic Orientation Questions.

Question twelve: Paying close attention to <u>punctuation marks</u> is necessary to understanding story content.				
SD = 0	D = 0	N = 1	A = 4	SA = 1
0%	0%	17%	67%	17%
Question twenty: Controlling text through <u>consistent spelling patterns</u> (e.g., The fat cat ran back. The fat cat sat on a hat.) is a means by which children can best learn to read.				
SD = 0	D = 1	N = 1	A = 2	SA = 2
0%	17%	17%	33%	33%
Question twenty one: Formal instruction in reading is necessary to insure the adequate <u>development of all skills</u> used in reading.				
SD = 0	D = 1	N = 1	A = 4	SA = 0
0%	17%	17%	67%	0%
Questions twenty two: <u>Phonic analysis</u> is the most important form of analysis used when meeting new words.				
SD = 0	D = 1	N = 3	A = 2	SA = 0
0%	17%	50%	33%	0%

Results for the questions about skills theoretical orientations are displayed in Table 15. As shown, respondents agreed with questions about skills theoretical orientation (58.0% of the time). Results indicate agreements in teaching by using glossaries (33.0%), repeating sight words to ensure words become part of sight vocabularies (84.0%), and teaching word shapes to support word recognition (100.0%). Teachers who teach skills theory and roots before inflectional endings found it inefficient for students to repeat text when they make miscues.

Sixty-six percent of respondents agreed or strongly agreed with the following statement: "Fluency and expression are necessary components of reading that indicate

good comprehension.” Of the literacy coaches in this study, 66.0% selected *agree* or *strongly agree*, and equal proportions of respondents responded with *neutral* (17.0%) or *disagreed* (17.0%). When asked if glossaries or dictionaries were necessary in determining the meaning and pronunciation of new words, respondents reported equal percentages of *agree* (33.0%) and *disagree* (33.0%). Then, a majority of participants supported the importance of repeated words to ensure sight vocabulary by selecting *strongly agree* or *agree* (84.0%).

Respondents indicated a strong support of labeling words in relationship to grammatical function (67.0%), and 17.0% of literacy coaches disagreed. Respondents reported similar results about introducing readers to root forms of words before being asked to read inflected endings, and results showed that most participants chose *strongly agree* or *agree* (67.0%), and only some selected *disagree* (17.0%). All respondents agreed that word shapes should be taught in reading to support word recognition (100.0%). However, the coaches were split equally in their theories about the importance of teaching skills in relationship to other skills while teaching reading: fifty percent chose *disagree*, and 50.0% chose *strongly agree* or *agree*. Most literacy coaches (66.0%) agreed that some readers have problems when they drop inflectional endings from words; however, about one third (33.0%) neither disagreed nor agreed with this skill.

Table 15

Literacy Coaches' Responses to Skills Orientation Questions.

Question four: Fluency and expression are necessary components of reading that indicate good comprehension.

SD = 0	D = 1	N = 1	A = 2	SA = 2
0%	17%	17%	33%	33%

Question eight: The use of a glossary or dictionary is necessary in determining the meaning and pronunciation of new words.

SD = 0	D = 2	N = 2	A = 2	SA = 0
0%	33%	33%	33%	0%

Question eleven: It is important for a word to be repeated a number of times after it has been introduced to ensure that it will become a part of sight vocabulary.

SD = 0	D = 0	N = 1	A = 4	SA = 1
0%	0%	17%	67%	17%

Question thirteen: It is a sign of an ineffective reader when words and phrases are repeated.

SD = 1	D = 3	N = 2	A = 0	SA = 0
17%	50%	33%	0%	0%

Question fourteen: Being able to label words according to grammatical function (e.g., nouns, etc.) is useful in proficient reading.

SD = 0	D = 1	N = 1	A = 3	SA = 1
0%	17%	17%	50%	17%

Question sixteen: Young readers need to be introduced to the root form of words (e.g., run, long) before they are asked to read inflected forms (e.g., running, longest).

SD = 0	D = 1	N = 1	A = 3	SA = 1
0%	17%	17%	50%	17%

Question nineteen: The ability to use patterns in multi syllable words (pho'to graph, photo'gr phy, and pho to gra'phic) should be developed as a part of reading instruction.

SD = 0	D = 0	N = 4	A = 2	SA = 0
0%	0%	67%	33%	0%

Table 15, *continued*

Literacy Coaches' Responses to Skills Orientation Questions.

Question twenty four: Word shapes (word configuration) should be taught in reading to aid in word recognition.				
SD = 0	D = 0	N = 0	A = 3	SA = 3
0%	0%	0%	50%	50%
Question twenty five: It is important to teach skills in relation to other skills.				
SD = 0	D = 3	N = 0	A = 2	SA = 1
0%	50%	0%	33%	17%
Question twenty eight: Some problems in reading are caused by readers dropping the inflectional ending from words (e.g., jumps, jumped).				
SD = 0	D = 0	N = 2	A = 2	SA = 2
0%	0%	33%	33%	33%

Results from the questions about whole language theoretical orientation are displayed in Table 16. As shown, overall responses were split between participants' agreeing (45.0% of the time) and disagreeing (35.0% of the time) with the whole language theoretical orientation. The majority of respondents agreed that readers should guess an unknown word based on meaning and then continue on with their reading (67.0%), and roughly one third disagreed with this statement (33.0%). When asked if it is not necessary for a child to know all the letters of the alphabet to learn to read, most literacy coaches disagreed (66.0%); also, an even greater proportion of respondents disagreed that readers who read *house* for the written word *home* may not need to be corrected while reading (83.0%). When asked if materials given to early readers should use natural language without concern for short and simple words and sentences, an equal

proportion of respondents agreed (50.0%) and disagreed (50.0%). Most literacy coaches disagreed that flash cards are an unnecessary form of practice in reading instruction (67.0%).

Many coaches agreed with phonics theoretical orientation (65.0% of the time) and with skills theoretical orientation (58.0% of the time). DeFord (1985) also noted that phonics and skills theories are commonly overlapped in reading instruction. This finding may indicate a combination of phonics and skills theoretical orientations that present the literacy coaches' approaches to reading instruction. Lastly, some literacy coaches strongly disagreed or disagreed with a whole language approach to teaching (35.0%).

Table 16

Literacy Coaches' Responses to Whole Language Orientation Questions.

Question five: Materials for early reading should be written in natural language without concern for short, simple words and sentences.				
SD = 0	D = 3	N = 0	A = 2	SA = 1
0%	50%	0%	33%	17%
Question seven: It is good practice to allow children to edit what is written into their own dialect when learning to read.				
SD = 0	D = 1	N = 4	A = 1	SA = 0
0%	17%	67%	17%	0%
Question fifteen: When coming to a word that's unknown, the reader should be encouraged to guess upon meaning and go on.				
SD = 0	D = 2	N = 0	A = 4	SA = 0
0%	33%	0%	67%	0%
Question seventeen: It is not necessary for a child to know the letters of the alphabet in order to learn to read.				
SD = 2	D = 2	N = 1	A = 0	SA = 1
33%	33%	17%	0%	17%

Table 16, *continued*

Literacy Coaches' Responses to Whole Language Orientation Questions.

Question eighteen: Flash card drills with sight words is an unnecessary form of practice in reading instruction.				
SD = 0	D = 4	N = 1	A = 0	SA = 1
0%	67%	17%	0%	17%
Question twenty three: Children's initial encounters with print should focus on meaning, not an exact graphic representation.				
SD = 0	D = 0	N = 1	A = 5	SA = 0
0%	0%	17%	83%	0%
Question twenty six: If a child says "house" for the written word "home", the response should be left uncorrected.				
SD = 2	D = 3	N = 0	A = 1	SA = 0
33%	50%	0%	17%	0%
Question twenty seven: It is not necessary to introduce new words before they appear in the reading text.				
SD = 0	D = 0	N = 1	A = 4	SA = 1
0%	0%	17%	67%	17%

Literacy Coaches Theoretical Reading Orientation Across Data Sources

This section shows how six coaches' theoretical orientations to reading related to coaching. Table 17 shows each literacy coaches' TORP, simulated and live coaching statements in italics, and a percentage of those statements represented by the TORP categories, phonics, skills, and whole language. If the literacy coaches' TORP score did not match coaching statements, the coaching statements most often stated will be represented in italics.

Table 15 represents TORP score of literacy coaches' reading profiles. Statements for simulated coaching were categorized as phonics, whole language, and skills based on the categories of the TORP. If the percentage of the statements were above 50.0%, then a match between theoretical orientation from the TORP and coaching statements in simulated coaching events seemed to be present. For one participant, two categories met the 50.0% criteria, and a match was determined because one of the categories represented their TORP range.

Two literacy coaches participated in the simulated coaching event and a live coaching event. The statements for live coaching were more varied. One literacy coach matched in all three of her data sources, and one did not appear to be a match between TORP, simulated coaching statements, and live coaching statements.

Table 17

Overall Scores for TORP, Simulated Coaching, and Live Coaching.

Literacy Coach	Jose	Mary	Abigail	Jane	Annie	Jackie
TORP Score	73 = Skills	77 = Skills	60 = Phonics	80 = Skills	75 = Skills	82 = Skills
Simulated Coaching						
Coaching Statements	4	9	11	11	11	10
Phonics	0%	0%	0%	36%	.09%	0%
Skills	50%	78%	55%	64%	55%	70%
Whole Language	50%	22%	45%	0%	36%	30%

Note. Live coaching event data is not available for Jose, Mary, Abigail, or Jane because these literacy coaches did not participate in the live coaching event.

Overall Scores for TORP, Simulated Coaching, and Live Coaching.

Note. Live coaching event data is not available for Jose, Mary, Abigail, or Jane because these literacy coaches did not participate in the live coaching event.

Jose. Jose's TORP score of 73 indicated that she had a skills orientation to teaching reading. Her coaching response in the simulated coaching event included only four statements. Of those four, two were skills statements (50.0%) and two were whole language statements (50.0%). The following statements from the simulated coaching session represent a skills orientation:

- Jose's relationship to her theoretical reading orientation and coaching was a match (see Figure 2). Of her coaching statements represented in the skills category, 50.0% matched.

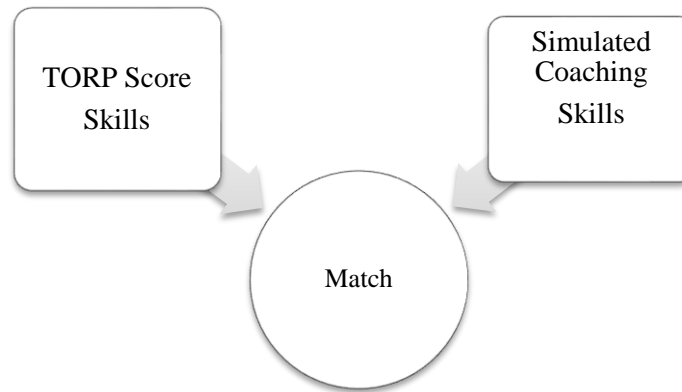


Figure 2: Jose's categories of TORP and simulated coaching.

Mary. Mary's TORP score of 77 indicated that she had a skills orientation to teaching reading. Coaching statements from Mary's simulated coaching event indicated that she engaged in skills oriented statements (78.0%). The following statements from the simulated coaching session represent a skills orientation:

- "I guess she could use a bit more academic vocabulary."
- "I would encourage her to use more of the academic language with them."
- "What I first started thinking about the level of her students possibly what she had in mind what particular skill or is her purpose just to read the book."
- "Academic language in which those student can make those connections to um reading concepts."
- "Academic vocabulary is something we are advising instructing."

- “. . . because made some sequence she could have put out a variety of skills.”
- “. . . what she had in mind what particular skill or is her purpose just to read the book.”

Mary’s TORP and her coaching statements were a match (see Figure 3). Out of nine coaching statements, seven related to skills orientation (78.0%) and two related to whole language.

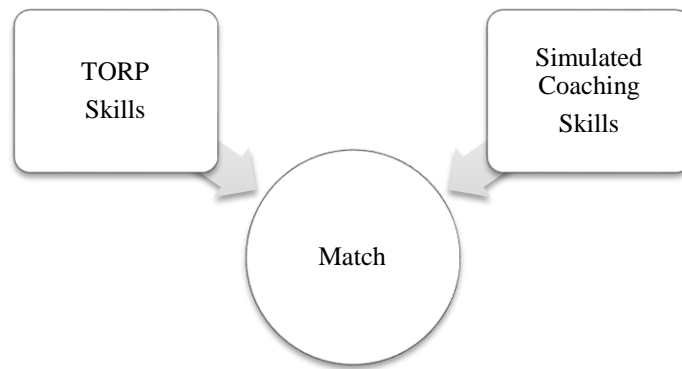


Figure 3: Mary’s categories of TORP and simulated coaching

Abigail. Abigail’s TORP score of 60 indicated that she has a phonics orientation to teaching reading. Abigail’s coaching statements from the simulated coaching event indicated that six out of eleven coaching statements reflect a skills orientation (55.0%). The anchor chart Abigail refers to in her statements is a reference chart teachers are instructed to use with students when they are unsure of a word (see Appendix H). The following statements from the simulated coaching session represent a skills orientation:

- “I think using anchor charts um with the before reading.”
- “On the anchor charts I probably would have the title of the book and a picture or something or have them record their responses on sticky notes to put them on the anchor chart may be a KWL.”
- “Like I said with the sticky notes have them go to the anchor charts and put their response there.”

Abigail’s TORP and her coaching statements were not a match (see Figure 4). Out of her eleven coaching statements, six statements were skills based (55.0%), five statements were whole language based (45.0%), and she made no phonics statements.

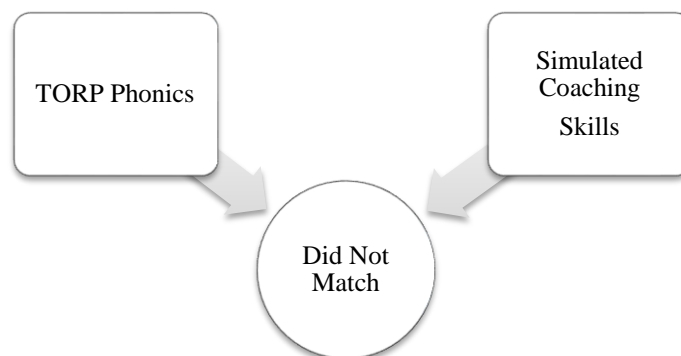


Figure 4: Abigail’s categories of TORP and simulated coaching

Jane. Jane’s TORP score of 80 indicated that she had a skills orientation to teaching reading. Of her statements from the simulated coaching event, 64.0% were skills based. Her coaching statements were aligned with whole language 36.0% of the

time. The following statements from the simulated coaching session represent a skills orientation:

- “. . . what do you think this word is?”
- “. . . a student who is struggling with ahh sight words with reading.”
- “. . . that little chart um and going back to those strategies.”
- “. . . highlightening tape- going through the word my-having kids go find it in their book and get to use the magic tape.”
- “. . . he might have understood the word better if she had gone back over it instead of listening to the other girl word.”

Jane’s TORP and coaching statement indicated a match (see Figure 5). Out of her eleven coaching statements, 64.0% related to skills and 36.0% related to phonics.

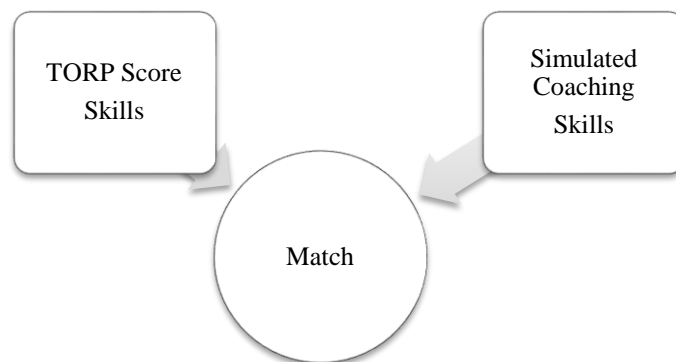


Figure 5: Jane’s categories of TORP and simulated coaching.

Both Simulated and Live Coaching Events

The following literacy coaches, Annie and Jackie, participated in all three data sources (i.e., TORP, the simulated coaching event, and the live coaching event. The data for Annie and Jackie are discussed in the following section.

Annie's simulated coaching event. Annie's TORP score of 75 indicated that she had a skills orientation to teaching reading. Of her statements from the simulated coaching event, 55.0% were skills based. Her coaching statements were aligned with whole language 36.0% of the time and phonics 9.0% of the time. The following statements from the simulated coaching session represent a skills orientation:

- “and I liked she drew attention to that one word my the high frequency word”
- “I think I would like to see is more is to if (my) is s going to be the word she is going to focus on there I would, I would introduce that more specifically at the beginning of the story.”
- “Um possible have it on a card or you know separate little card so the kids can kind of focus on it and find in the story um rather than just pointing it out.”
- “on the strategies of how they are reading-reading strategies rather than just what they liked about the story.”
- “..then going back to the high frequency word on the card if she had a vocabulary card for the kids to look at I think that would have been better.”
- “um if she is going to talk about that word my and it's hard to know because I don't know exactly everything else they have been working on in class but if she has been um working on the six syllables types”

Annie's TORP score and simulated coaching were a match. Out of 11 statements, six related to skills orientation (55.0%), four related to whole language (36.0%), and one to phonics (.09%). Annie's live coaching is described below.

Annie's live coaching event. Annie's TORP score of 75 indicated that she had a skills orientation to teaching reading. Of her statements from the live event, 69.0% were skills based. Her coaching statements were aligned with phonics 27.0% of the time and whole language 4.0% of the time. The following statements from the live coaching session represent a skills orientation:

- "...and the high frequency words and the um phonemic awareness with everything."
- "... high frequency words would be the same thing so..."
- "...if Jonathan and Joseph had their own set (word cards) they could kind of quiz each other cuz they know most of the words."
- "The know most of the words."
- "They seem to know most of the words." (repeated statement after teacher comments)
- "...high frequency words sort to do sort of a turn and talk model with their more engaged."
- "Yea, so on the rhyming and I think I know you know this."
- "You turn and talks have them –give them two words that partner a word that rhymes."

- “Arnold is having difficulty rhyming, then give him um, cat, hat, rat, dog or cat, hat, and a word that does not rhyme.”
- “Have him choose a word that rhymes, you know give him four words or five words and say which one of these words rhymes with hat.”
- “There does seem to be a window of opportunity for them to learn rhyming.”
- “I do think if you gave him opportunities to its sort of a scaffolding a rhyming skill.”
- “Like if I said and will never be able to think of a word off the top of my head, but if I said flag-hag and- ah- mat does that rhyme? But if they see it in print I think that will help them too and they can say it out loud.”
- ““Um and it kind of gives them a different way of seeing the rhyming words they can see the letters match and see that letters don’t match (the rhyming words)so, that would be something to try.”
- “But you are right you don’t want to dwell on rhyming.”
- “I think the same thing for that one thing when you have a story like that you often will want to have a focus.”
- “...or could be whatever your skill is for that day and talking to them about that particular reading skill.”

Annie's TORP and her live coaching statements were a match (see Figure 6). Out of 26 live coaching statements, 17 were skills based (69.0%), seven were phonics based (27.0%), and one was whole language based (.04%).

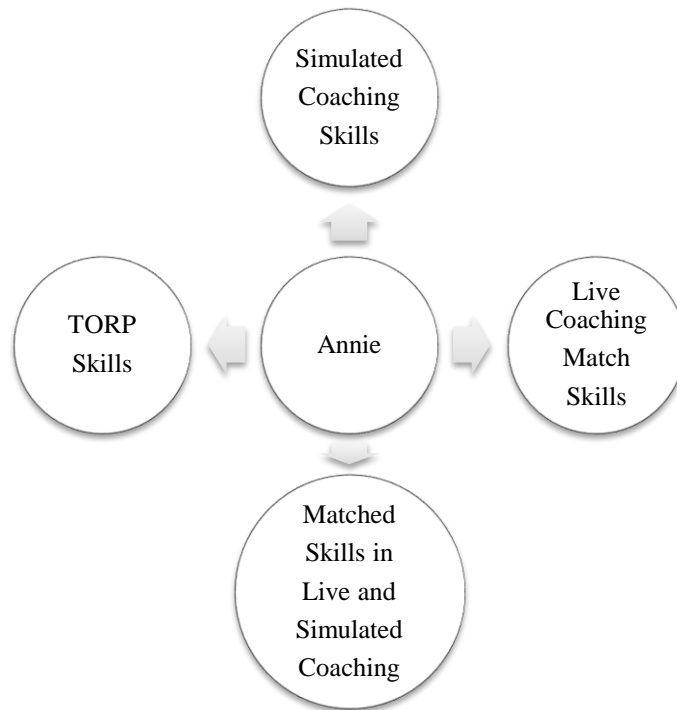


Figure 6: Annie's three data sources.

Jackie's simulated coaching event. Jackie's TORP score of 82 indicated that she had a skills orientation to teaching reading. Coaching statements from Jackie's simulated coaching event indicated that she engaged in skills oriented statements (70.0%). The following statements from the simulated coaching session represent a skills orientation:

- “...that would be a good teaching point synonyms for that.”
- “...what reading strategies did she want them to work on while they were reading?”
- “Like if they don’t know a word what strategies are they relying on practicing that with that story”
- “So that would be my question making sure that the purpose for reading is set up and how she would do that.”
- “With emergent readers and young readers it really important to teach those strategies”
- “We have the charts with the different strategies such as looking at the picture, using your eagle eye, what part of the words do you know?”
- “When I coach so here is the list of strategies that you can teach your students when they get stuck on the word.”

Jackie’s TORP scores and her simulated coaching statements were a match. Out of 10 coaching statements, seven related to skills orientation (70.0%) and three related to whole language (30.0%).

Jackie’s live coaching event. Jackie’s live coaching statements indicated a whole language reading orientation during her coaching. Jackie’s live coaching statements did not match her TORP scores. Data obtained from her live coaching statements indicate that 45.0% of her coaching statements were from the whole language

The following statements from the live coaching session represent a whole language orientation:

- “Yes and the visualizing that would be great even vertically third, fourth and fifth (grades)”
- “...or when they are inferencing like you did.”
- “They were looking at the picture they had to inference and bring background knowledge mental image information.”
- “The vocabulary you used like infer, the intonation, attention to detail, fluency, um the problem and the solution and the text”
- “Like when you started the picture walk”
- “What evidence does that tell you about thinking vertically all that figure 19 (referring to State of Texas Assessments of Academic Readiness [STAAR] information) Textual evidence”
- ”Even in the picture you can say what is the evidence in the picture that to- you about, just to get them used to bring that in all the time not just textual evidence but even visual surroundings.”
- “Well, yes, and on one it is on the backpack it is sitting right here (referring back to the picture in the book)the backpack so what do you infer from that and-he said the backpack right here makes me think we are going hiking, Okay the backpack is your evidence and he would inference.”

- “Yea, okay I even do that when I choose books ever so the predicting, so one of the questions you asked was she said was outside, have them go into further explanation outside where?”
- “Then once again what is the evidence”
- “Um, I liked how you closed with the questions something from the beginning, something from the middle, and something from the end.”
- “Then you had them do that text to self and about their lunch would you share-not sharing lunch (laughter) she said that several times(referring to a student) (laughter) at the beginning and at the end.”
- “That helps you make the inference because that is basically what they are doing they are making inference when the just the pictorial evidence okay”
- “Yea lot of strong vocabulary when you were talking with them when they are doing their reading intonation and fluency”
- “yea so good technique self-connection there”
- “Something I just thought about visualize”
- “You could read the book to them and have them not look at the pictures get that visualization in their mind and draw it is so interesting.”
- “Okay and the teacher out of that is interesting to see if they really pick up on the textual evidence. To read what they get in their minds.”
- “So read it and then sit there and make their mental image.”

- “Going back to the textual evidence, I think one of them has warts on his face. So some picked on that and some didn’t so it is back to the textual evidence. It should have this and should have this because. And those are short little books they are not that long”
- “Just another activity for visual information”

Jackie’s TORP scores and her live coaching statements were not a match. Out of 29 coaching statements, 21 were whole language based (72.0%), seven were skills based (24.0%), and two were phonics based (.06%).

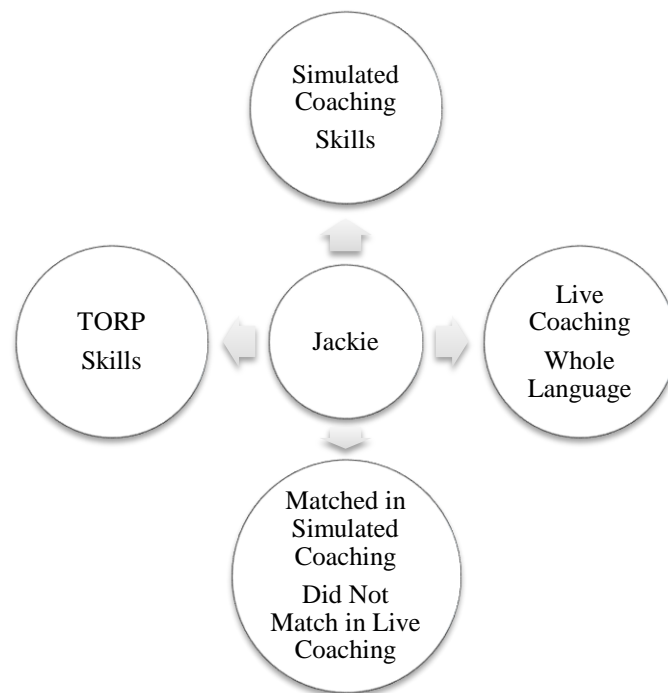


Figure 7: Jackie’s three data sources.

Conclusion

The data obtained from the three data sources show that a majority of the participants' orientations to reading were consistent with their language from the simulated and live coaching events. Overall, there was a close match between the TORP theoretical orientation of skills and simulated coaching skills statements. Four of the six literacy coaches' TORP scores seemed to indicate a skills reading orientation, which was consistent with their simulated coaching statements. Jose had TORP's scores that indicated a skills reading orientation, and her simulated coaching statements were equally divided between skills and whole language. Abigail's TORP scores and simulated coaching statements did not match. Her TORP scores indicated a phonics reading orientation and her simulated coaching statements were skills statements.

Jackie coached both a simulated and a live coaching event. She varied between her TORP orientation to skills and her live coaching. However, her TORP orientation to skills matched her simulated coaching skills statements. Jackie's TORP scores indicated a skills orientation to reading and her coaching statements for the simulated coaching seemed to match; however, her live coaching statements varied from her TORP range of skills. Annie's TORP score seemed consistent with her simulated and live coaching event language. Her TORP scores indicated a skills reading orientation, and her coaching statements in both the simulated and the live coaching were consistent with skills orientation. Chapter V will explore these findings.

CHAPTER V

DISCUSSION

This chapter summarizes the research used to examine how six literacy coaches' theoretical orientations may relate to the content of their coaching. Also included in this chapter is the restatement of the research problem, review methods used, results discussion, and interpretations of the findings. Lastly, this chapter will provide suggestions for possible future research.

Statement of the Problem

Literacy coaches are being hired to support classroom teachers as teachers support students' reading achievements (Woulfin, 2012). Literacy coaches are referred to as the experts in reading and are assumed to have a strong reading knowledge (Strauss, Ravid, Magen & Berliner, 1998). Many researchers have reported literacy coaches' relationships with teachers (Feguson, 2014; Hunt & Hansfield, 2013), teachers' perceptions of literacy coaches (Kissel, Mraz, Allgozinne, & Strover, 2011; Lynch & Feguson, 2010), and literacy coaches as school reform agents (Elish-Piper & L'Allier, 2011).

Literacy coaches' roles reach directly into classrooms and can affect teachers' instructional practices, which also affect students' learning outcomes. Literacy coaches work with administrators (Dean et al. 2012) and may provide ongoing staff development (Bean & DeFord, 2012; Fountas & Pinnell, 2000). As previously noted, researchers have suggested that literacy coaches have the potential to influence reforms in reading

instruction (Coburn & Woulfin, 2012; Ippolitio, 2012), and they directly influence reading instruction while working with students and teachers. Because of their influence, literacy coaches can provide far-reaching, long-term, effects.

Literacy coaches can also guide their specific actions in coaching that relate to their theoretical orientations to reading as well as their coaching statements. Coaches' theoretical orientations to reading may impact classroom teachers in materials they use, staff development, and assumptions they hold that may impact teachers' instructional processes. There is a need to understand the relationship between school leaders and literacy coaches because they support instructional practices of teachers (Ippolito, 2010).

Many times, coaches support teachers by implementing state and local school mandates or policies. These mandates may impact the literacy coaches' theoretical orientations of reading and how they conduct their coaching. In 1977, Harste and Burke defined theoretical orientations in reading as a particular knowledge and belief system that teachers use to guide their reading lessons (Harste, & Burke, 1977). Literacy coaches are known as the experts in reading who may support established expectations and assumptions in their coaching based on their theoretical orientations to reading.

A theoretical orientation is defined as a system of beliefs, or a network of assumptions, through which experience is organized and acted upon (Harste, Burk, Gee, & Green, 2007). Theoretical beliefs held by literacy coaches can be evidenced by the language, the strategies, the choices of materials, the feedback, and the reinforcement given in relation to teaching events. Theoretical orientations to reading may be important

for literacy coaches to understand because they interact with classroom teachers who support students' reading achievements.

Review of the Methodology

The following was the research question for this study: How do the literacy coaches' theoretical orientation relate to the content of their coaching? To answer this question, as explained in Chapter III, this study was a collective case study of six literacy coaches and how their theoretical orientations relate to the content of their coaching. Using a qualitative perspective, the researcher of this study attempted to identify literacy coaches' theoretical orientations to reading beliefs determined by the TORP and if those beliefs were related in the content of their coaching.

This collective case study included several data sources to answer the research question: the TORP instrument and two coaching events. The TORP was given to all six literacy coaches to determine theoretical orientations of reading and determined a phonics, skills, or whole language teaching belief in coaches. The researcher observed and recorded coaching statements of six literacy coaches after a simulated reading event. Two of the six literacy coaches were observed coaching after a live reading instruction. The coaching statements from the simulated and live coaching events were coded to determine theoretical orientations of reading, and those statements were compared to the literacy coaches' TORP orientation. Lastly, the TORP and coaching statements were examined to identify whether a relationship related to their theoretical orientations to reading, as determined by the TORP.

Summary of Results

The study was conducted in an East Texas suburban school district with six female literacy coaches: three coaches were African American, and three were Caucasian. The observations of these literacy coaches occurred during the spring semester. To understand coaches' theoretical orientations and their relationships with coaching, data were collected via quantitative means. The instruments used in this study were the following: TDS, TORP simulated reading video and coaching events, and live reading and coaching events.

The TDS was used to establish background information. All six literacy coaches were certified classroom teachers who had taught with ranges from 10 to 20 years in self-contained elementary classrooms. Four of the literacy coaches had coached teachers for three to four years, and two literacy coaches had been coaching for one full year. Four of the six literacy coaches held Master's degrees in either Curriculum and Instruction or Educational Leadership. Two literacy coaches who had been coaches for one year were also the only coaches who held Master's degrees in Reading and held Reading Specialist Certifications.

TORP Consistency Results

The TORP survey results from five of the six literacy coaches indicated skills agreements (83.0%) in reading orientations, and the TORP survey results of one literacy coach indicated a phonics agreement (17.0%) to her reading orientation. The TORP was used to create a priori categories that supported the coding statements of the literacy coaches in a simulated and live coaching event. This particular study's findings showed

that the participants' theoretical orientations were mainly consistent with skills orientation to reading.

TORP Consistency Statement Results

Data was analyzed using participants' TORP results and statements from simulated and live coaching events. These data sources were examined to determine the relationship between their theoretical orientations and coaching statements. The simulated reading instruction was viewed individually by the six participants. After watching the video of a small emergent reading group, each literacy coach reported how they would coach the teacher if she was on their respective campuses. Of the six literacy coaches, five of them agreed with skills orientation to reading; the five literacy coaches' coaching statements matched their TORP survey results of a skills orientation to reading. TORP survey results for the other literacy coach matched her phonics orientation, and her coaching statements matched her skills orientation.

Two literacy coaches participated in all three data sources and coached a teacher while being observed. One literacy coach's results matched her TORP reading orientation and coaching statements of skills in both her simulated and live coaching. One literacy coach matched her TORP reading orientation of skills and her coaching statements of skills in simulated coaching; however, in her live coaching, her coaching statements matched a whole language orientation.

Table 13 shows an overall view of the literacy coaches' TORP scores and their coaching statements that related to phonics, skills, or whole language, as described by the TORP. Overall, the literacy coaches' theoretical orientations to reading considered by

their TORP results of skills were consistent with their coaching statements of skills-based instruction. The next section will discuss the individual literacy coaches' case by case results.

Case by Case Interruption of Results

Below is a description, case-by-case, of all literacy coaches, their theoretical reading orientations, their coaching statements, and interruption of the results and how it may relate to past studies. The following case interruptions will also include casual conversations that the researcher and literacy coaches had before coaching events, which may give insight to their roles and views as a coach.

Jose. Jose was a veteran teacher of almost twenty years and had earned her Master's degree in Educational Leadership in the last year. She coached at two large Title I schools, each school holding almost 600 students. One of these schools was ranked as academically unacceptable by TEA standards based on the STAAR. STAAR replaced the Texas Assessment of Knowledge and Skills exam in Texas. For primary grades three through five, testing is given in reading, in math, in fourth-grade writing, and in fifth-grade science.

She had agreed to participate in the live coaching portion of this study; however, she resigned halfway during the study, stating that she felt a bit overwhelmed by the pressure of addressing the needs of at-risk students. Students were identified as high-need support, based on their district benchmark exams. Jose participated in the TORP survey and simulated coaching, during which she had four brief coaching statements. Her coaching statements may have been brief due to her being called by the principal to a

meeting about testing, and she felt she had to cut her time short. Although brief, Jose's TORP reading orientation was skills, and her coaching statements also aligned with skills statements.

Mary. Mary was a veteran teacher of almost twenty years; her Master's degree was in Reading, and she holds a Reading Specialist Certification. She had recently finished her first full year as a literacy coach and had worked at a large Title I school with an annual enrollment of over 600 students. In general conversations, she reported feeling a bit overwhelmed with coaching. She was unable to complete the live coaching event for this study, but she e-mailed the researcher that she was overwhelmed with taking care of her responsibilities for various STARR testing issues. She mentioned that most of her district's coaching meetings were about policy-making that held guidelines to implement reading instruction to the teachers. She also reported that she did not receive support in her coaching of teachers and that her coaching supervisor did not watch her coach classroom teachers or discuss coaching practices with her. Mary, therefore, only completed the TORP and simulated coaching. Mary's TORP reading orientation was skills, and her coaching statements aligned with skills statements.

Abigail. Abigail was a veteran teacher of over twenty years, and her Master's degree was in Curriculum and Instruction. She had a few Master-level reading courses in her graduate work, and she worked at a large Title I school with over 600 students. She had been a literacy coach for three years when this study was conducted. Abigail's TORP reading orientation was phonics, and her coaching statements engaged skills-based instruction. DeFord (1985) suggested in her study that two theories may be in proximity

of each other, as she described that “[p]honics and skills orientations tended to share practices, as did the skills and language orientations, but there was little sharing between phonics and language” (DeFord, 1985, p. 354). Therefore, Abigail’s coaching statements were aligned with her phonics orientation of reading.

Abigail’s six coaching statements were skills based (55%), and her TORP score of 60 indicated that she has a phonics orientation to teaching reading. Abigail’s phonics and skills orientations matched her content of coaching, and she used no whole language statements in her coaching statements. Abigail’s coaching statements also suggested that she may have a predetermined approach to her coaching statements. She viewed an emergent guided reading group in the video; however, her coaching statements were more advanced in nature to a transitional reading group. In particular, an emergent reading group may be focused on what to do when they come across an unknown word or when they story walk through the book to discover print layout and unusual text.

Her statements seemed disconnected to emergent reading procedures, as suggested by Pinnell and Fountas (1996). The text used by the readers in the video was a repetitive text: “My mom wears glasses,” “My dad wears glasses,” and so forth. Abigail suggested that the children could make responses to the text with sticky notes and create a KWL chart, saying “...Probably would have the title of the book and a picture or something or have them record their responses on sticky notes to put them on the anchor chart may be a KWL.”

Abigail continues and says that readers could create sentence starters and answer a few comprehension questions: “Um something else I guess you could do with them

after she read the book with them she left for the other students may be something to fill out a sentence starter or a couple comprehension questions so she could see if they really understood the concept she was trying to teach them in that book.” These statements may not fit with emergent readers and their needs as readers because they may have limited skills in writing or understanding of KWL charts. Abigail invited the researcher to watch a first-grade teacher; however, during the observation of the teacher, Abigail observed workstations. She noted that she had not seen the teacher in months and had concerns of her classroom environment; therefore, she needed to discuss these issues with her. Her live coaching data was not used in this study, as it was not relevant.

Jane. Jane was a veteran teacher of over twenty years who taught primarily in Head Start and first grade. She has been a literacy coach for four years and received her Master’s degree in Curriculum and Instruction. She spent her coaching years with 18 Head Start teachers across the district. Jane’s live coaching event was not used in this study because she observed a Head Start teacher coaching a large group of children rather than a small group reading lesson, which was the focus of this study. According to her results, Jane’s TORP reading orientation was skills, and her coaching statements were skills. Jane’s coaching statements seemed to target the needs of the students’ emergent needs of the students. She focused on the needs of the children understanding the word *my* in a variety of ways; “...what do you think this word is? and, “...high lightening tape-going through the word my having kids go find it in their book and get to use the magic tape.” Her coaching statements seemed to reflect her knowledge of emergent readers and her skills orientation to reading.

Annie. Annie was a veteran teacher of over twelve years, and those years were spent as a classroom teacher in a pull-out program, Response to Intervention, in which she conducted small group reading instruction. She had recently finished her first full year of coaching and received a Master's degree in Educational Leadership, a second Master's in Reading, and a Reading Specialist Certification. She coached teachers at a small school of approximately 400 students. Annie's TORP score of 75 indicated that has a skills orientation to teaching reading, and her skills orientation matched her coaching statements during the content of her simulated and live coaching events. Annie seemed consistent in her theoretical reading orientation of skills and her coaching statements in both her simulated and live coaching.

Jackie. Jackie was a veteran teacher of over fifteen years and earned her Master's degree in Educational Leadership. She coached at two large Title I schools, each school enrolling approximately 500 students. One of the schools where she coached was considered academically unacceptable by TEA standards, based on the STARR testing exam. She divided her time between both schools but reported that she spent most of her time at the school with the lower rating. During this study, Jackie and the researcher met at the higher performing school.

Jackie's TORP range was skills, and her coaching statements in the simulated coaching were skills based. During her live coaching, her statements reflected a whole language approach. Again, DeFord (1985) noted that "[p]honics and skills orientations tended to share practices, as did the skills and language orientations, but there was little sharing between phonics and language." (DeFord, 1985, p. 354). Therefore, Jackie's

coaching statements were aligned with her skills orientation of reading. Jackie's simulated coaching statements were based in skills and whole language; however, she had 0.0% phonics statements in her simulated coaching, and she had less than .06% phonics statements. As DeFord (1985) suggested, Jackie aligned with her theory of skills and her coaching statements for both events.

Jackie was asked to observe an emergent reading group; however, the group that was observed was a fairly advanced reading group with very little support needed in word or fluency issues in their reading. Jackie's whole language statements may have been that while she observed this group of children, she did not see a need to spend a majority of her time on skills instruction. In fact, she spent most of her conversation with the teacher suggesting how the teacher might support comprehension and visual information. As shown in the following examples, she discussed how she had previously taught her lessons about visual connections:

- “You could read the book to them and have them not look at the pictures get that visualization in their mind and draw it is so interesting.”
- “Okay and the teacher out of that is interesting to see if they really pick up on the textual evidence. To read what they get in their minds.”
- “So read it and then sit there and make their mental image.”
- “Going back to the textual evidence, I think one of them has warts on his face. So some picked on that and some didn't so it is back to the textual evidence. It should have this and should have this because. And those are short little books they are not that long”

- “Just another activity for visual information”

Overall, Jackie seemed to match her TORP skills orientation with her coaching statements. However, without any children needing help in word skills or support at stops during the reading, Jackie might have gone a different direction. This was a question the researcher had after coding Jackie’s coaching statements. Although she did not observe an emergent reading group, the researcher thought it was important to keep her data in this study for future research discussions. The next section will discuss the results and interpretations of the data of this research. The results section will discuss the TORP, effective practices, roles and responsibilities, and how state and local policies may have a role in coaches’ theoretical orientations.

Discussion of the Results

TORP Research and Findings

Major findings from this data collection included literacy coaches’ theoretical orientations as determined by the TORP, which were generally consistent with a skills orientation in their TORP results and in their coaching statements. In this research, literacy coaches’ theoretical reading orientations, as measured by the DeFord’s Theoretical Orientation to Reading Profile, consistently matched coaching statements in five out of the six literacy coaches’ simulated coaching events and one of the two live coaching events. This finding suggests that when literacy coaches discuss reading practices with teachers, their theoretical orientations are present in their statements.

In previous studies, the TORP has been used to discuss teachers (Grisham, 2010) and pre-service teachers’ orientations of reading (Massengill Shaw & Dvoark (2007).

However, this study used TORP to examine theoretical orientations and literacy coaching as they relate to their coaching. The TORP has provided mixed findings of relationships between theory and teaching (Hoffman & Kugle, 1981; Richardson et al., 1991), and it has been suggested by others that teachers should adopt new practices that relate to their own beliefs. However, DeFord's (1985) study of a sample of teachers' theoretical orientations and classroom observations showed a strong relationship between their TORP scores and their instruction.

In this collective case study, it appeared that literacy coaches' beliefs related to their coaching practices. It is important to understand literacy coaches' theoretical orientations as they coach classroom teachers, and how those theories relate in the classroom practices (Poulson, Avramidis, Fox, Medwll, & Wray, 2001). Instructional change has great significance, and it could be directly related to teachers' theories and how those theories relate to teaching reading (Boody, 2010). As literacy coaches address professional development, knowing and understanding their theoretical orientation and that of teachers could have significant impacts on the literacy coaches' instruction.

It may also be necessary to further investigate literacy coaches' relationships with theoretical orientations, concerning their coaching. In the case of Annie, the teacher she coached could have had a different orientation to teaching reading. This difference may have impacted the relationship Annie had with this teacher. Literacy coaches may be unaware of their own theoretical reading orientations when coaching classroom teachers. This may contribute to the intimidation they sense when working with teachers (Dole &

Donaldson, 2006; Toll, 2005). In the future, more studies will need to address these complex relationships by perhaps better understanding theoretical orientations.

Definition and Roles of Literacy Coaches

Hiring literacy coaches has been central to the roles and responsibilities that literacy coaches hold in schools. The roles of coaching can support developing staff efforts and modeling and coaching classroom teachers in reading and writing practices (Burkins, Ritchie, & Karal, 2007). It has also been reported that there is a need for highly qualified literacy coaches. Qualification standards are considered when hiring highly qualified principals, classroom teachers, librarians, or school counselors with credentials of their perspective roles. The IRA (2010) has suggested that literacy coaches should hold Master's degrees with a concentration in Reading and Writing, and they should understand the complexities of working with adult learners. However, some districts who hire literacy coaches forgo these recommendations and hire teachers directly from the classroom (L'Allier, Elsieh-Piper, & Bean, 2010). These teachers may be Master Reading Teachers, but they may not hold special certifications in reading or literacy coaching.

Wepner and Quatroche (2011) suggested that the increase of hiring literacy coaches without suggested qualifications may be due to a greater need for supporting Reading First grants that are connected to No Child Left Behind (2001). In this study, the literacy coaches have been hired and trained from these grants. These grant funds have been used to support success of early readers, most directly first- through third-grade students.

The grant required applicants to provide reading instruction on five areas:

- Phonemic Awareness: an understanding of hearing and identifying individual sounds in words
- Phonics: the understanding relationship of letters and words and sounds
- Fluency: the understanding and ability to read text accurately and quickly
- Vocabulary: the understanding of words in order to communicate effectively
- Comprehension: the understanding and ability to gain meaning from text reading (www.ed.gov/programs/readingfirst/index.html).

Furthermore, the applicants of these grants needed to plan for professional development for teachers so that teachers may learn how to put these skills into practice. Through the reading first grants, teachers and coaches have been trained in specific phonics and skills orientations to reading. The literacy coaches in this study have also been classroom teachers in this district with grants that supported the five areas of reading instruction.

To support reading grants, literacy coaches have been hired. It is presumed that literacy coaches can support teachers in their understanding of the five reading areas and that they will have strong backgrounds in reading. It is also presumed that literacy coaches will be aware of the five reading areas and understand reading strategies and programs that can support teachers in their instruction. However, in the rush to hire literacy coaches for these grants, they are being hired without the qualifications suggested by IRA (2010). In this study, only two literacy coaches held Master's degrees in Reading

with a Reading Specialist Certification. Additionally, four of the literacy coaches in this study had either very few or no extra reading classes in their graduate studies. The literacy coaches in the study also suggested that their district support classes were mainly focused on reading mandates set forth by the state and that there seemed to be no support on their coaching practices. This may well support the findings of Wepner and Quatroche (2011) and L'Allier, Elish-Piper, and Bean (2010): Literacy coaches may be hired because they were good classroom teachers but not necessarily because they have literacy coaching qualifications.

Effective Coaching

One of the participants, Annie, may not see coaching as a reflective model that encourages teachers to think about their own theory and practice; she may see coaching as a top-down model due to the high-stakes testing asked by the district and state. To be effective coaches, it is important to implement coaching roles of observing teachers and conducting professional development classes. The reflective dialogue that literacy coaches have with classroom teachers can deepen their literacy theory and practice. Teachers who review data and discuss instructional needs during these study groups with literacy coaches support schools' improvement processes (McEashin, Dorman, Reed, Gilmore, & Bray, 2006). McCoullum, Hemmeter, and Ying Hsieh (2011) also confirmed coaches who use specific data with teachers support literacy practices that teachers use in classrooms. In this study, none of the literacy coaches used any data, such as running records, writing, or district/state testing to support their coaching conversations. In

Annie's and Jackie's live coaching, coaching happened instantly, and they used their field notes to discuss the lesson observed.

One of the standards of effective coaching is the ability to work with adult learners; Ippolito (2012) suggested that literacy coaches engage adults in one-on-one coaching centered on collected data. Additionally, Dole (2006) reported that reading coaches should spend 75.0%–100.0% of their time with teachers in the classroom, conducting professional development, modeling instruction, planning with teachers, and analyzing student data. When literacy coaches plan with teachers, they help shape instructional practices (Costa, & Garmston, 2002).

Another role of a literacy coach is to frequently observe classroom instruction and support teachers in reading instruction. However, in research conducted by Dole and Donaldson (2006), many literacy coaches reported that they were too intimidated to go into classrooms and discuss teaching strategies with teachers. During this study, all six literacy coaches reported that they did not see teachers on a regular basis and that they may have coached four to five days a week; however, they were unable to see the same teachers on a regular bases due to the amount of teachers they needed to observe.

In fact, Annie had not seen the teacher she observed in over two weeks, and she did not have her follow-up coaching session about the lesson she had observed two weeks before. She conducted her coaching session first by discussing a lesson seen over two weeks prior to the lesson she had observed that day. Annie suggested one reason for the delay was the teacher was resistant to coaching; Annie actually reported that the teacher was very aggressive towards her, and she did not feel comfortable coaching her.

Research has suggested that the coaching relationship can be sometimes hard to establish (Ippolito, 2010). In research conducted by Dole and Donaldson (2006), sometimes literacy coaches are intimidated by classroom teachers. It may be implied that intimidation was the reason for Annie's avoidances of this teacher.

However, in Jackie's live coaching, she seemed to have a great relationship with the classroom teacher. There seemed to be a key difference between the live classrooms that Jackie and Annie coached, and although it was not part of this study, this difference is important to note because it may give another explanation to relationships between literacy coaches and classroom teachers. The two teachers observed in the live coaching event had differing levels of expertise in teaching: Annie's classroom teacher appeared to be less experienced than did Jackie's observed teacher. Annie's teacher seemed to lack the basic understanding of small group reading instruction. Jackie's teacher, in fact, had been awarded teacher of the year for her campus and seemed to have great control over her classroom environment and an understanding of small group reading. The impression of the conversation was a back and forth dialogue between Jackie and the teacher, rather than Annie's coaching dialogue with her teacher, which was a one-sided conversation.

Dussen, Coskie, Robinson, and Autio (2007) reported that coaching varies from coach to coach. In Pomerantz and Pierce's (2013) study, they suggested follow-up conversations and regular conversations impacted teachers' practices. These studies may have suggested that if teachers need more guidance in their instruction, they may need more observations and conversations about their teaching practices. In Annie's case, it may indicate the teacher feels compelled to teach from the Texas Primary Reading

Inventory (TPRI), based on conversations that support that kind of instruction. Annie's observed teacher seemed to need more guidance in her instruction; however, Annie felt uncomfortable coaching her, so effective coaching could have been hindered.

Being a literacy coach, Annie may be required to fill a role that is uncomfortable for her. The role of being literacy coach requires having a strong knowledge base of understanding reading instruction and how to work with adult learners. Also, the coach must move from teacher to teacher and position themselves differently with each one. Because the role of coach can be seen as an authoritative role, they can impact the relationship between teachers and coaches.

Policy and Practice

This research study might indicate another possible influence of the Reading First grants' policies. Recently, there has been concern that reading grant policies are reaching into the classroom through literacy coaches' staff development and direct coaching of teachers (Coburn, Pearson, & Woulfin 2011). These grants are reaching many states that have implemented high-stakes testing, including Texas. In Texas, schools are ranked on performance levels: exemplary, recognized, acceptable, or unacceptable based on test scores of reading, math, and writing. School rankings in Texas are given monies for high performances, and in the case of low-performing schools, they become closely monitored or are threatened to be shut down.

In this research study, several schools were considered low performing, and two were considered at risk. It was reported that TEA personnel was monitoring progress and making regular visits to the district and schools that several literacy coached served. It

has been suggested by others that this kind of pressure of high-stakes accountability moves the direction of teacher practice to that of testing content (Coburn, Pearson, & Woulfin, 2011). Although grants that conduct policy initiatives support the hiring of literacy coaches, few studies have been conducted concerning the coaches' roles and policy implementations.

The researcher in this study observed one literacy coach, Annie, who may have felt the kind of high-stake accountability that Coburn and Woulfin (2012) reported. It appeared that policy implementations may have had a role in how Annie conducted her coaching; in particular, she focused her live coaching statements on flash cards and the understanding of rhyming words in her conversation with the classroom teacher. One consideration of these coaching statements may have been directly related to the district state accountability testing for primary grades using the TPRI.

TEA recommends TPRI testing to grades kindergarten to the beginning of third grade as a way to indicate if children are at risk in their reading development. Each child is tested individually on early reading phonemic awareness skills. The school district in this research used the TPRI as a way to identify students who are at risk in their reading development. The TPRI is a heavily phonics- and skills-based testing instrument, using rhyming and nonsense words and taking off letters at the beginning and end of words to understand if children are developed or still developing in emergent reading skills. Developed and still developing are the score ranges given to children in the final report to the state agency. If children are still developing, they are presumed to need more instructional reading support from the teacher.

To address these needs, teachers can use a scripted TPRI teaching process to address still developing needs along with supplemental material in large and small group instruction. In Annie's live coaching observation, the teacher's lesson seemed focused on a TRPI script of teaching children to understanding high frequency words. In fact, the researcher is familiar with the test and recognized the language used in the testing manual. The teacher was instructing children in a small group who were of varied understanding in their high frequency words and letter knowledge. Annie supported the teachers' use of high frequency flash cards and suggested additional practice with rhyming words. In a conversation with Annie after the coaching, she reported that the district requested teachers to use the TPRI reading instructions with small groups.

These mandates may have contributed to Abigail's coaching of the simulated video, as she stated that the teacher should use the title of the book to have children make responses on sticky notes and use anchor charts specifically using a KWL chart. She further states that they could have a sentence starter. Abigail seemed to demonstrate a pre-rehearsed idea of skills teachers should use during reading rather than meeting the needs of children being observed. Abigail was observing an emergent reading group working on high frequency words and a pattern text. It did not seem reasonable to the researcher to use a KWL chart or sentence starter with an emergent reading text.

In Heineke's (2013) research, she examined four literacy coaches' discourses in coaching sessions. In 18 coaching sessions viewed, only eight were considered actual coaching sessions that may have impacted teaching practices. Heineke (2013) observed literacy coaches' discourses as not related to the lessons observed by the coach in their

coaching sessions. This seemed to be true of Abigail in her coaching statements in this study when she discussed KWL charts and story starters. It may be possible that Abigail has been directed in the language she should use with teachers to support state and district policies.

Researcher Insights

In this research study, it seemed that literacy coaches' theoretical reading orientations are reflected in their coaching. It appeared that coaches' theoretical orientations in this study were skills, and, for the most part, coaching statements reflected a skills approach to teaching as well. This result may be due to state mandates or this might be how coaches truly feel about teaching. Further investigation would be needed to explore how coaches explain the balance of state requirements and coaching.

Although this particular research did not address coaching statements other than those related to phonics, skills, and whole language, it appeared that literacy coaches' languages sometimes reflected a directive or responsive approach to their coaching statements. Ippolito (2010) described responsive coaching statements as statements that focus on teacher self-reflection. Directive coaching statements may seem assertive by coaches, as they are seen as the experts. The literacy coaches in this research seemed to have more directive coaching statements with the teachers than responsive coaching statements (see Appendix H–O).

These directive coaching statements may be contributed to high-stake testing mandates and procedures that are associated with grant funding. In the following quote, Annie is speaking to the teacher about the lesson that was directed from her TRPI testing:

“... the first thing between letter review and high frequency word sort to do-sort of a turn and talk model with their more engaged instead of just asking one student. Have them turn and talk to each other.” In the following quote, Jackie is supportive to the teachers’ language she used in her coaching; however, it still may reflect a structured curriculum instruction: “Something else I liked was the vocabulary you used like infer, the intonation, attention to detail, fluency, um the problem and the solution and the text.” These findings can support how coaches support classroom instruction (Wang, 2013; McEachin, et al., 2006). The reflective coaching statements can deepen classroom teachers’ own theories and practices. Mcclean, Mallozzie, Hu, & Dailey (2010) suggested that coaches may use language that instructs teachers in persuasive manners that are by demands of state- and grant-governed mandates.

Another observation of this study was that literacy coaches did not seem to practice pre-conference procedures with teachers before observing lessons. None of the literacy coaches reported they had pre-conferences with teachers. In fact, one literacy coach reported that it was hard enough to see all the teachers teaching and having a post-conference. Ippolito (2012) suggested that having assessments, such as student work, running records, and test assessments can direct the conversation in a more meaningful way. Assessment data can support conversations between coaches and teachers that may have impacted instructional changes. In a pre- conference, literacy coaches can use assessments, such as running records and writing samples to have meaningful and direct conversations about children’s instructional needs.

Limitations

This research investigated a small sample size of literacy coaches in a suburban school district. The participants were observed in a simulated coaching event using only emergent readers and were observed in a live coaching event. To further understand if literacy coaches' theoretical orientations relate to the content of their coaching statements, a larger number of literacy coaches will need to be observed. Along with the amount of literacy coaches to be observed, the number of coaching sessions may indicate different results. Observing multiple coaching and multiple reading groups may indicate a different set of results about literacy coaches' theoretical orientations to reading and their coaching statements.

Another limitation to this study was that during the live coaching event, one participant observed an independent reading group that read a more complex book than did emergent readers. There may need to be more research on how coaching statements reflect language according to the level of readers they are observing. This research study was a brief snapshot of two coaching events and with a broader view of many coaches; other coaching events may reveal different findings. Lastly, the TORP has been a standard of gaining understanding of theoretical orientations in current research, but in conversation with DeFord, she suggested that the TORP may need to be updated to reflect current language used by teachers about balanced literacy approaches to teaching.

Recommendations for Future Research

This section includes a few ideas that may need further examination of literacy coaches and their coaching statements. Literacy coaches may not be aware of their own

theoretical beliefs while they coach and their reading orientations may influence how they coach classroom teachers' instruction. These findings may need to be considered when districts hire literacy coaches. For instance, if coaches' theoretical orientations are phonics, skills, or whole language, this might impact the coaching of teachers. Many coaches have been hired to conduct professional development for teachers to instruct about state reading policies. Future studies may yield new information about coaches' theoretical orientations and how they relate to policies mandated by states and districts.

This study was a brief examination of six literacy coaches in two coaching events. A more longitudinal study of the language used in the context of coaching is needed to examine whether theoretical orientation has any bearing on coaching. In conducting a longitudinal study, observations about theoretical orientations and coaching relationships may further understand the discourse analysis with more and closer coaching observations. Lastly, this researcher did not investigate whether coaches were aware of their theoretical reading orientations and if it would influence their coaching. Future researchers might also investigate if being aware of their theoretical reading orientations would make them more aware of the teachers' theoretical reading orientations so they can support their coaching.

No previous studies have reported coaching statements and their relationship to coaches' orientation to reading. More research is needed on coaching statements, and how these statements may impact teachers, teaching practices. Literacy coaches have been seen as an educational guide for school districts and teachers; however, research is still fairly limited on the language that coaches use during their coaching events. There is

still much more we need to understand as literacy coaches support teachers who support children in reading and writing.

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APPENDIX A

Texas Woman's University Consent to Participant in Research

Theoretical Perspective of Instructional Coaches in Reading

Researcher: Bernadine M. Hansen, M.S.

bhansen@uttyler.edu

Advisor: Nancy Anderson, Ph.D.

nanderson@twu.edu

My name is Bernadine M. Hansen and I am a Ph.D. student at Texas Woman's University. I would like to request your cooperation in conducting a study of coaching language. The hope of this study is to learn more about how Literacy Coaches coach teachers in a reading event. This information will contribute to the research in education, and benefit future coaches. You are being selected to participate in this study because you are a Literacy Coach and you coach teachers in literacy.

If you should decide to participate, you will be asked to meet with me 3 times concretely. On the three visits you will be asked to do the following; the first visit you will fill out two surveys. The first is a survey concerning your job history, and the second is Diane DeFord's (1978) reading instrument, Theoretical Profile (TORP). The second visit, you will watch a video of a reading event and then record your coaching response of that event. I will audio tape and take field notes to gain more accuracy in the event.

The third and final visit, I will observe you observing a teacher in a reading event and I will take audio tape and take field notes. After, that observation I will interview you on how you plan on coaching that teacher. Lastly, I will observe you coaching the teacher.

No information can be traced to you, students, teacher, or school. During our first visit we will decide on pseudo names. No one but my advisor and I will have access to

the collected data. All data will have pseudo names recorded on material.

We will meet on three separate occasions, for about a one hour time frame. My goal is to shadow you during your regular coaching events. My goal is not to disrupt your normal school day activities.

If you decide to participate, you are completely free to with-draw consent and discontinue participation at any time.

All research involves some level of risk. I want to assure you I will do my very best to keep these limited. I am including the following risks and how I will minimize the risk during this study.

Diminished Autonomy

The principal investigator will change real names of the participants to pseudonyms for data collection and publication purposes. All data that is collected will be located in a locked file cabinet in investigator's locked office. The office is located at The University of Texas at Tyler, in room BEP 212C. When meeting with the principal investigator the Literacy Coach will find a secure room to meet and discuss surveys, and coaching. During classroom visits the principal investigator will take field notes, but will not disturb the classroom activities. The principal investigator will be observing the coach in their normal school day roles as Literacy Coach. All participants will have pseudonym names when taking field notes.

Loss of Confidentiality

Although the participants will meet with the principal investigator in person, any written or audio taped material will be referred to by the pseudonym name. At the very first meeting pseudonym names will be used when notes are taken, participant may use

pseudonym name on their survey forms. All data that is collected will be located in a locked file cabinet in investigator's locked office. Accessibility to surveys, field notes, and audio recordings will only be obtained by principal investigator and her advising professor. All field notes, surveys, and audio recordings will be destroyed by July 5, 2014.

Loss of Time

Literacy Coaches primary job is to observe reflect on their future conversations with teachers and then coach teachers. The primary investigator will minimize the time taken away from these duties in the following ways: The primary investigator will be shadowing the Literacy Coach during their regular describe job duties. The Literacy Coach will fill out surveys and watch a 15 minute video before or after the school day. During other events the primary investigator will shadow the Literacy Coach while she does her current job. The PI will not interfere with her job duties.

If you have any additional questions, please contact me, Bernadine Hansen at 903.566.7454. Thank you.

_____ Initial that you have read this page.

You may keep this form

You have decided to participate in a study of Literacy Coaching. LITERACY COACH

Your signature indicates that you have read the information above and have decided to participate. You realize that you may withdraw without prejudice at any time after signing this form should you decide to do so.

Coach's (Your) Signature _____ Date _____

Teacher's (Your) Signature _____ Date _____

Researcher_____ Date_____

Letter modified from pg. 334-335, Proposals That Work

Bernadine Hansen, Lecturer in Reading (BEP 212C)

The University of Texas at Tyler

3500 University Boulevard, Tyler Texas 75799

bhansen@uttyler.edu

903.566.7454

APPENDIX B

Teacher Demographic Information Survey (TDIS)

1. How many years have you taught (including this year)?
 - a. 0-2
 - b. 3-5
 - c. 6-10
 - d. 11-20
 - e. 21+
2. How many of those years were in a self-contained classroom?
 - a. 0-2
 - b. 3-5
 - c. 6-10
 - d. 11-20
 - e. 21+
3. How many of those years were of teaching only a reading subject?
 - a. 0-2
 - b. 3-5
 - c. 6-10
 - d. 11-20
 - e. 21+
4. Do you currently teach in a Title 1 School?
 - a. Yes
 - b. No
5. What is your age?
 - a. 20-29
 - b. 30-39
 - c. 40-49
 - d. 50-59
6. What is your gender?
 - a. Female
 - b. Male
7. What is your highest degree earned?
 - a. Bachelors
 - b. Bachelors + 30
 - c. Masters
 - d. Masters+ 30
 - e. Doctorate

8. When did you receive your last degree?
 - a. Before 1970
 - b. 1970-1979
 - c. 1980-1989
 - d. 1990-1999
 - e. 2000-present
9. Are you currently a member of the International Reading Association?
 - a. Yes
 - b. No
10. How did you obtain your teaching credentials?
 - a. Completed in an undergraduate teacher education program
 - b. Completed in a graduate teacher education program
 - c. Competed in an alternative teacher education program
 - d. Currently enrolled in an alternative teacher program
 - e. Do not have a teaching credential
11. Do you hold a Texas Reading Specialist endorsement?
 - a. Yes
 - b. No
12. To what extent do you believe you are adequately prepared to address the needs of struggling readers?
 - a. Extremely well prepared
 - b. Quite well prepared
 - c. Moderately prepared
 - d. Not very well prepared
 - e. Not at all prepared
13. How many undergraduate courses have you completed in reading?
 - a. 0
 - b. 1-2
 - c. 3-4
 - d. 5-6
 - e. 7+
14. How many graduate courses have you completed in reading?
 - a. 0
 - b. 1-2
 - c. 3-4
 - d. 5-6
 - e. 7+

15. From which university or college did you get your teacher preparation?
16. From which university or college did you get your master's degree?
17. How many years have you been a reading coach?
- a. 1-2 years
 - b. 3-4 years
 - c. 5-6 years
 - d. 7-8 years
 - e. 9+
18. On a scale of 1-5, with 5 being the highest, how would you rate your confidence in coaching?
- a. 1
 - b. 2
 - c. 3
 - d. 4
 - e. 5
19. On a scale of 1-5, with 5 being the highest, how would rate your orientation of decoding 'phonics and phonics instruction?
- a. 1
 - b. 2
 - c. 3
 - d. 4
 - e. 5
20. On a scale of 1-5, with 5 being the highest, how would rate your orientation of comprehension and comprehension instruction?
- a. 1
 - b. 2
 - c. 3
 - d. 4
 - e. 5
21. On a scale of 1-5, with 5 being the highest, how would rate your orientation of writing instruction?
- a. 1
 - b. 2
 - c. 3
 - d. 4
 - e. 5

22. How many days do you coach teachers?

- a. 0
- b. 1
- c. 2
- d. 3
- e. 4-5

Following are the follow-up questions from the demographic survey:

- (12) To what extent do you believe you are adequately prepared to address the needs of struggling readers?

Tell me more about what your responsibilities are to with children who are not performing at grade level...

- (14) How many graduate courses have you completed in reading?

What reading courses did you have in graduate school?

Did you work with school aged children when taking your courses?

- (18) On a scale of 1-5, with 5 being the highest, how would you rate your confidence in coaching?

Why did you rate yourself this way?

Discuss with me the challenges you face as a coach? (If, any)

- (22) How many days do you coach teachers?

Are there challenges regarding when and how often you get to coach teachers?

What guidance do you get from the district concerning your coaching role?

What is your typical coaching routine?

APPENDIX C

Script of Simulated Reading Event

Sample Guided Reading Lesson for Emergent Readers

Text: *Glasses*, by Francis Lee (Scholastic Canada Ltd.)

Overview of Text: This text tells readers about the people in Emma's family who wear glasses.

Timeframe:

- 1 lesson
- 10 minutes in duration

Other Materials:

- Individual copies of the text
- Photographs of people wearing glasses, if available and necessary

Ontario Curriculum Expectations (Kindergarten):

Children will:

- demonstrate awareness of some conventions of written materials (Language)
- use language patterns and sound patterns to identify words and to predict the next word (Language)
- express their own thoughts and share experiences (Personal and Social Development)

Assessment Opportunities:

Observe for:

- application of orientation of print concepts
- use of initial consonants for predicting or confirming vocabulary
- use of background orientation to predict text

Note: sample anecdotal comments follow

Reflections for Teacher and Students:

Teacher:

- What strategies is this student able/almost able to use independently?
- What independent reading books will enhance this student's reading abilities?

Students:

- What strategies did I use to read this text?
- What surprised me in this text?

Procedure

Before Reading

The teacher looks at the diagnostic assessment that has been gathered for a student, analyzes the strengths of the reader, and chooses a strategy that the reader appears ready to apply *independently* (in this case: recognizing and reading a predictable sentence pattern). Based on this information and the interests or background orientation of the student, a text is selected. The teacher determines whether, based on collected data, there are other students who might be ready to apply this strategy. The teacher can introduce the book to individual students or to a small group of 2 or 3 students (for this developmental reading stage).

The teacher's observations and collected data indicate that two students can independently read the high frequency words: *my*, *has*.

The text, **Glasses**, is selected because:

- The book contains these high frequency words
- The script follows a predictable sentence structure
- Students can both recognize and name the family members identified in the story, but cannot yet read all the names

Challenges in this text will be:

- Recognizing the words for different family members and inserting each of the words appropriately in the sentence
- Cross-checking the word for the family member they just read to ensure that the word starts with the initial letter in the text

Pre-Reading Discussion

The teacher uses the cover of the book, as well as photographs or magazine pictures of people wearing glasses, to engage students in a discussion about their own orientation of the topic.

Introducing the Text

Students are given individual copies of the book, but are asked not to open them until told. The teacher reads the title and asks what students think the book might be about. This brief activity helps student to anticipate concepts and vocabulary that may be encountered.

The teacher guides the discussion to the idea that various family members may wear glasses and that the names of the family members may be found in the text. The name of the author and the photographer are also read by the teacher, and a brief discussion follows on the way the book has been illustrated.

Students are asked to open the book, turn to the title page, and read the title of the book with the teacher. The teacher again reads the name of the author and the photographer.

Teacher: "Let's turn to pages 2 and 3. Here is a person in Emma's family. Who

would Emma say has glasses?”

Student: “Her dad.” Guided Reading 3 © Queen's Printer for Ontario, 2005

Teacher: “Yes, Emma said, ‘My dad has glasses.’”

Teacher: “Let’s turn the page. Who is here? What would Emma say?”

The teacher continues the picture walk for a few more pages, and then asks students to check the letters of one of the words, i.e., *sister*, to see if it “looks right” (independent reading strategy).

During Reading

The teacher tells students that there is a surprise at the end of the book. They are invited to read the rest of the book independently to find out what the surprise is. Students read quietly, so the teacher can intervene with a strategy if difficulties arise. In particular, the teacher listens for evidence of effective use of reading strategies when students are challenged by a word or when they self-correct an error. If a student tries to read the last page by following the familiar pattern, he/she is asked to “point” and read. One-to-one matching should help the student to identify the error.

After Reading

The teacher engages students in a discussion about what they read and any difficulties they may have encountered. Students are encouraged to share strategies that helped them in their reading.

The book is now made available for these two students to reread. It is placed in their independent browsing boxes. During a subsequent lesson, the teacher may choose to revisit the text and address the high-frequency words encountered in the text, perhaps also asking the students to read the classroom walls with a pointer, while looking for the same words.

After-Reading Activities

- ☐ ☐ The teacher may choose to engage students in a brief onset and rime activity with the word *had* or *my*, providing the magnetic letters *h,a,d,m,t,s,r*, and *y* so they can make and then record the words *mad*, *sad*, *cry*, *try*.
- ☐ ☐ Students might like to make a book about their own family members, perhaps changing the theme to reflect their own family.

APPENDIX D

Simulated Coaching Transcriptions and Coding

Jose's Simulated Coaching Transcription

Participants	Transcriptions	Coding
Researcher	So my question is- if this- if this was one of your teachers how would you coach them?	
Jose	Um, okay I would start out by um I always start out finding out something um they are doing well um she did really well on um you know. <u>She did introduce the book</u> and she was going through the cycle of guided reading.	
Jose	¹ <u>You pointed out a word that helped the students</u>	¹ Skills Orientation , as Josie refers to point out a word in the text is needed in order to help readers.
Jose	um ² <u>remember what was in the sentence the word my</u> and I would point that out	² Skills Orientation , Josie points out to the teacher that the word <i>my</i> was important to discuss with students. This confirmed what the teacher did during her lesson.
Jose	Um during I think during the reading, like during the reading I would help with her I noticed and I know it was a short book um I know it was kind of easy and everything	
Jose	but ³ <u>I would have children start at different times] you know when they went to read they all went to read at the same time so they were kind of echo reading.</u> Which happens every now and then but you know. But if we start them um	³ Whole Language , Josie is reporting to the teacher that children should be responsible for the entire text in order to have a comprehensive understanding of the story.
Jose	⁴ <u>You put your hand pointing on the table like a guided reading group) it is kind of a routine you have to teach of course you know are going to have to read first you all wait for a few minutes and then touch the front of the book and have them read at</u>	⁴ Directive Coaching , Josie continues her conversation about procedures that may be needed to support the idea of complete text reading. She informs the teacher that a procedure of Guided Reading

	different times. And they may get on the same page evidentially but at the least at the beginning they are not all reading echoing they are not all listening-at least they are not reading oh my mom has glasses yea (using different motions to display other children listening in and echoing another child's reading) oh yea she said my mom has glasses.	has not taken place and she provides a model of the process.
Jose	And they may get on the same page evidentially but at the least at the beginning they ⁵ <u>are not all reading echoing</u> they are not all listening-at least they are not reading oh my mom has glasses yea using different motions to display other children listening in and ⁶ <u>echoing another child's reading</u> oh yea she said my mom has glasses. So that is what I would talk with her about.	^{5/6} Whole Language , Josie explains that children who are using the reading echo approach are not necessarily gaining comprehension of the story as they are not in control of the entire text reading.
Jose	⁷ <u>She did take notes</u> and <u>I would praise her about that she was taking notes</u> during the reading so that is really good um	⁷ Supportive Coaching , Josie supported the teacher's understanding that taking notes during the reading is important in order to make teacher decisions before, during and after the reading lesson.
Jose	and ⁸ <u>so we might just want to work on the reading at the same time.</u>	⁸ Directive Coaching , Josie again confirms that the teacher will need to understand the process of reading instruction.

Jackie's Simulated Coaching Transcription

Participants	Transcriptions	Coding
Researcher	So how would coach this teacher?	
Jackie	Um first of all ¹ <u>I like how she introduced the book</u> and gave them different examples or have them give	¹ Directive coaching , Jackie uses the word I here as an approval of the teachers approach to her teaching.

Jackie	her different examples of glasses but she ² <u>also talked about a drinking glass</u> so	² Whole Language , Jackie discusses the teacher's use of drinking glasses as a way for students to engage in the content of the story.
Jackie	that would be a good teaching ³ <u>point synonyms</u> for that	³ Skills Orientation , Jackie believes another reason that the teacher could discuss glasses is to point out synonyms in words.
Jackie	what I the thing I would coach her on would be what is the purpose of the reading because she gave them the book and she had them make predictions on the last page but what ⁴ <u>reading strategies did she want them to work on while they were reading.</u>	⁴ Skills Orientation , here Jackie begins to report that the teacher did ask kids to make predictions, however, she states that children really need to be directed by the teacher that they needed more information on reading strategies while they are reading.
Jackie	Like if they get stuck or like if they ⁵ <u>don't know a word what strategies are they relying on practicing that with that story.</u>	⁵ Skills Orientation , Jackie continues to discuss that students need to understand reading strategies. Jackie has expressed that practicing strategies is important while reading the story.
Jackie	So that would be my question making sure that the ⁶ <u>purpose for reading is set up</u> and how she would do that.	⁶ Skills Orientation , Jackie indicates by the previous statement and this statement reading is more than just reading a story, students should understand
Researcher	umm- How did you come to that decision?	
Jackie	Um when first of all when she gave them the book the only instruction was there really was no instruction	
Jackie	she pretty much asked them what the last page would be	
Jackie	or give them something to do while they were reading and with emergent readers and ⁷ <u>young readers it really important to teach those strategies</u>	⁷ Skills Orientation , Jackie's statement that, what is really important is to teach reading strategies, and that is the

	<u>when you get stuck so that gives them a goal and ^{a 8} purpose for reading to text and which is part of their standards.</u>	purpose of reading leads the researcher to believe reading strategies are more important than reading for meaning of text. Whole language
Researcher	So what material, data or references would give her?	
Jackie	<u>We have ⁸the charts with the different strategies such as looking at the picture, using your eagle eye, what part of the words do you know.</u>	⁸ Skills Orientation , when Jackie refers to the strategies chart this indicates that she may view reading as taking words apart which is a skills orientation.
Jackie	<u>⁹getting the words started thinking about what would make sense.</u>	⁹ Whole Language , this statement of what would make sense, would indicate a believe that
	<u>I would bring that with me as well. When I coach so here is the list of ¹⁰strategies that you can teach your students when they get stuck on the word.</u>	¹⁰ Skills Orientation , the list of strategies that the coach is suggesting gives children ways to work out words when they are stuck on a word.
Researcher	Anything else	
Jackie	No	

Jane's Simulated Coaching Transcription

Participants	Transcription	Coding
Researcher	So if you were going to coach this teacher or meet them what how would you coach them? What would coaching decisions be?	
Jane	Um (long pause) Well looking at it and taking my notes -I was taking notes on the kind of questions she was asking the kids and kind of and the interaction.	
Jane	¹ <u>I was kind of wondering when she</u>	¹ Directive Coaching , here she

	<u>was getting them to focus their attention and she was missing some scaffolding opportunities.</u>	may be thinking more in the lines of telling the teacher what she needs to do during the reading lesson.
Jane	um because she didn't ask the little boy when on the first page he said something and she was talking- ² <u>what do you think this word is?</u> And he didn't get it and it was the other one it was that teaching moment.	² Skills Orientation , here Jane refers to a single word that may be helpful in the understanding of reading.
Jane	Like ³ <u>what could you have done at that moment differently at that time?</u>	³ Skills Orientation , this continues her thinking on how to direct children when they make stops in their reading, and referring to her above statement "what do you think this word is?" Knowing words is a skill based instruction.
Jane	Because he might ⁴ <u>have understood that word better</u> if she had gone back over it instead of listening to the <u>other girl</u> word was she kind of went on.	⁴ Skills Orientation , the coach continues to discuss word instruction from the teacher.
Jane	So, whenever I coach ⁵ <u>someone I always ask them how did they think it went?</u> Is there anything you would do differently? If you did this group again and that is when I would focus on certain things that I saw.	⁵ Informative Coaching , by using "is there anything you would do differently supports the teacher in her process of why and what she taught during the lesson.
Researcher	The second question is, how- when you were thinking about making that decision um you did say you took notes. And you said, there were other parts, why did you select that particular piece.	
Jane	Um I think I picked that piece because she missed a teaching opportunity because this may be a student who ⁷ <u>is struggling with ahh sight words with reading, and he is looking more at the pictures</u>	⁷ Skills Orientation , Jane is directing the teacher to sight words; as she goes on to say that the student needs more support to his knowledge of pictures and first letter when he

	<u>beginning letter sounds.</u>	meets an unknown word.
Jane	And deciding sort of like when we go through the training when we work with the teachers in guided reading. And we have I remember in First Grade having ⁸ <u>this little chart the things you could do with the students.</u>	⁸ Skills Orientation , here the coach is referencing the “little chart” as skills that the students can learn when they are stuck on a word. This chart mainly refers to skills in solving words.
Jane	And so it was that moment um ⁹ <u>what about looking at the first letter</u>	⁹ Phonics Orientation , here she is just looking a first letter.
Jane	¹⁰ <u>you know let’s look at this word so what letter does that begin with so would that make sense there.</u>	¹⁰ Phonics Orientation , Jane here uses letter to have kids understand unknown words.
Jane	And you said that one and ¹¹ <u>listening to the sound and depending on knowing that student do they know their beginning sounds.</u>	¹¹ Phonics Orientation , using beginning sound and listening sound to instruct builds reading skills that relate to early phonics knowledge.
Jane	Because there it seems to me he was looking pictures to get what was going on ¹² <u>but we want them to make connections with the letter sounds the reading and the words.</u>	¹² Phonics Orientation , here Jane discusses the child’s use of pictures, which would relate to the story. However, she relates again to the importance of making connections to letter and sound knowledge in order to read words.
Researcher	Okay, and the last question what materials or data or references discuss or bring to this coaching session with her?	
Jane	Ummm and if I was her coach and had done previous training especially in Guided Reading I would referrer back to how we are using this. But then I just remember having ¹³ <u>that little chart um and going back to those strategies that we use when we are working with a group and depending on um this school has done the training and if strategies are in place and the teacher is using that</u>	¹³ Skills Orientation , here the coach reference to the “little chart” is the Eagle Eye reading guide for readers when they get stuck on a word. Again, this chart mainly works with skills to figure unknown words, and as Jane has discussed previous her direction of phonics this would be supported by skill knowledge.
	And I always like the color ¹⁴ <u>highlighting tape going through the</u>	¹⁴ Skills Orientation , Jane uses the tape to highlight the word

	word <i>my</i> and if that was an evident - having the <u>kids go find it in their book</u> and get to use the magic tape. So anything hands on so the kids can get a connection with it.	<i>my</i> that the teacher introduced to kids on the video. She goes on to say that they would isolate the word <i>my</i> in this text reading.

Annie's Simulated Video Transcription

Participants	Transcript	Coding
Researcher	Okay-ready when you are Okay so how would you coach-coach this teacher?	
Annie	Okay, I think I like what she did the on the um ¹ <u>prediction part where she talked about the she introduced the term glasses</u>	¹ Whole Language , Annie suggests here that by the teacher discussing who wears glasses in the family that it is important to understand the story line.
	<u>and she talked who in their family wears glasses.</u>	
Annie	ahh and ² <u>she also talked about there is different shapes of glasses and there is sunglasses and glasses to make you see better and then she also talked about glasses that you drink out of</u>	² Whole Language , Annie continues to discuss the importance of prior knowledge and connections to the text that before the student begins to read.
Annie	umm (long pause silence) and then (her phone binged-said sorry) she kinds of did a ³ <u>picture walk a little bit through there she not a picture walk but she kept referring to the pictures before they read the book</u> um (long pause) let's see	³ Whole Language , here the coach discusses that the teacher is sort of doing a picture walk but not really because the children are not handling the book on their own. However, Annie sees the need of what the teacher is doing to again confirm knowledge of content of the story.
Annie	(she then refers back to her notes she has written) and	⁴ Whole Language , Annie makes the statement that

	⁴ made predications about what the last page is going to be.	predictions of what will happen on the last page is important for children to be involved with the story.
Annie	And I like she drew attention to that ⁵ <u>one word my</u> the high frequency word she was working on.	⁵ Skills , Annie states that the teacher introduced the word <i>my</i> to the children and this was important for them to read the words.
Annie	Um one of the things I think I would um like ⁶ <u>to see is more is to if (my) is going to be the word she is going to focus on there I would, I would introduce that more specifically at the beginning of the story.</u>	⁶ Skills , Annie continues to discuss the word <i>my</i> . She indicates that the teacher needed to make this a better focus of her lesson when she first began her lesson.
Annie	Um possible ⁷ <u>have it on a card or you know separate little card</u> so the kids can kind of focus on it and have them find it in the story um rather than just pointing it out.	⁷ Skills , Annie then mentions that the teacher should do more than point out the word, but have it on a card. She believes this would support the readers even further in their word knowledge.
Annie	Um (long silence-going back to notes) Also after wards I think um to focus ⁸ <u>on the strategies of how they are reading-reading strategies rather than just what they liked about the story.</u>	⁸ Skills , here Annie mentions that reading is not just liking a story, but learning reading strategies. She indicates that the teacher did not focus attention on these skills for the readers.
Annie	Um and ⁹ <u>then going back to the high frequency word on the card if she had a vocabulary card</u> for the kids to look at I think that would have been better.	⁹ Skills , again she mentions the high frequency word <i>my</i> and the need for the students to have this on a card.
Annie	Um let me see the other thing (long silence)um if she is going to talk ¹⁰ <u>about that word my</u> and it's hard	¹⁰ Skills , she again describes the importance here of the high frequency word but also the need for knowing

	to know because I don't know exactly everything else they have been working on in class but if she has been um working on the <u>six syllables types</u>	the six syllables types that teachers should help children understand when they are working on words.
Annie	may be talk about ¹¹ <u>like how do you know that sound (y) makes in that word</u> then um kind of linking back to some of the (phone goes off-sorry) <u>some of the phonics instruction that ahh hopefully has been going on</u> (cough) the whole group and kind of differentiate that what this this particular small grades need.	¹¹ Phonics , here Annie would like the teacher to take the word <i>my</i> apart and separate each letter and have students understand letter and sounds. She goes on to state that she hopes the teacher is working on these phonics skills in class so that these phonics skills will support the different levels of readers.
Researcher	Okay, is there anything else you would like to add?	
Annie	No	
Researcher	Great, thank you.	

Mary's Simulated Coaching Transcription

Participants	Transcriptions	Coding
Researcher	Sorry, tape recorder was not on- we were discussing how you would coach this teacher-You were saying it was jumbled up?	
Mary	It was not distinct I guess the way ¹ <u>she established the book walk begin the book or her preview to me.</u> Um she kind of jumped right into it I guess and with the readers	¹ Skills , Mary seemed to state here that instead of the teacher discussing the story content. The teacher should have been working with students on vocabulary of

	she had <u>I guess she could use a bit more academic vocabulary.</u>	the story.
Mary	I guess I would encourage her to use more of the ² <u>academic language with them</u> um...(long pause) are we on just one part of the story?	² Skills , again Mary is concerned with the lack of vocabulary the teacher is using to support the readers.
Researcher	Whatever or however you would coach.	
Mary	Um-I would probably have said um more ³ <u>clear expectations as they read to themselves because they were all kind of reading out-loud</u> she might could of <u>instructed them to whisper read and give them more guidance</u> in that area but it all depends on what she was going with that but I don't know um.	³ Directive Coaching , the literacy coach is speaking about the procedures of doing Guided Reading that the teacher may need support in knowing. Such as that all children read the text in a staggered manner, and that they use a soft voice while reading.
Mary	⁴ <u>They made some connections what do you like about this book</u> she could have also made <u>some other connections may be some other books uh they made text to self-connections my mamma wears glasses, my grandmother wears glasses those type of things um some text to world text to text connection.</u>	⁴ Whole Language , here she discuss the need for students to make real world connections to their reading, this would go beyond knowing words, and having skill information in their reading.
Mary	Um she made some sequence- she could have put out a variety of skills I guess it is just vague to me what her intended purpose was...	

Researcher	Okay	
Mary	Of her guided reading lesson, I mean there is a number of things that is going on into play	
Researcher	So when you were thinking of coaching her what is your process in making this decision? What were you thinking about?	
Mary	What I first started thinking about the level of her students possibly what she had in mind what ⁵ <u>particular skill</u>	⁵ Skills , Mary seems to indicate that the teacher needs to discuss a skill to the reading of the book.
Mary	or ⁶ <u>was her purpose just to read the book</u> and if I had all those answers I would have been able to guide her more if I knew exactly what she was doing.	⁶ Skills , here Mary suggest that there is more to reading a book than just enjoying a story that there should be skills linked to the reading lesson.
Researcher	Okay, if she was here would there be any materials you would bring to conference with her to help her? How would you..	
Mary	uhhm I don't know, I don't know	
Researcher	okay, when you said-can I expand a little bit something you said? You said, something about academic vocabulary, vocabulary language what do you mean by that? What is that?	
Mary	um the ⁷ <u>academic language in which those students can make those connections to um reading concepts</u> you	⁷ Skills , academic language referred to here is language that the teachers are asked to use to prepare children

	know (laughter)	for state testing.
Researcher	I am not questioning you I just have never heard that mentioned like this before.	
Mary	⁸ <u>Academic vocabulary</u> is something we are <u>advising instructing</u> , you know its that making it vague and open what we want the students to do. We want to make those ⁹ <u>direct connections so they can make connections to their learning</u> – um	^{8/9} Skills , when Mary mentions the collective “we” she means the skills that have been handed down from administration to literacy coaches that then in return are taught to teachers. The direct connections in learning is that of kids learning reading skills such as knowing words or understanding how to figure out unknown words.
Researcher	I getcha now	
Mary	¹⁰ <u>Does that make sense so if I want them to refer something then I set that up for them and let them know exactly what they are doing...</u>	¹⁰ Whole Language , making sense in the story is important to understand the whole of the story.
Mary	So she is asking them to ¹¹ <u>make predictions</u> um at the end of the text about what do they think she will see at the end or what the ¹² <u>story is about what you are going to think about in the end but she never did and she never called it a predictions.</u>	^{11/12} Skills , although Mary believes that making predictions and thinking about the story is important, she believes labeling that skill “predictions” and having that vocabulary is important to readers.
Mary	I know you know all about it (laughter)	
Researcher	Yes, I guess I do. Is there anything else?	
Mary	No	

Abigail's Simulated Coaching Transcription

Participants	Transcription	Coding
Researcher	So, if you had this teacher on your campus and you were watched this lesson- what would be something you would coach her on?	
Abigail	I ¹ <u>think using anchor charts</u> um with the before reading	¹ Skills , anchor charts refer to students able to work across unknown words. These charts are given to teachers to help instruct students when they come across an unknown word.
Abigail	² <u>have different size glasses so the students can kind of feel what the things that are taking place</u>	² Whole Language , the coach is suggesting that making connections before the text reading is one way to help children understand the story.
Abigail	and she talked about the other kind of glasses and would have had a ³ <u>glass so they would of kind a of you know some kind of prior knowledge.</u>	³ Whole Language , she continues to discuss that the use of different kind of glasses may help relate to the text they will read.
Abigail	to bring out about the different you know just the different-different feel it around a little bit and on ⁴ <u>the anchor charts.</u>	⁴ Skills , although she never finishes this statement the reference to anchor charts is about skills in solving words.
Abigail	probably would have the ⁵ <u>title of the book and a picture or something or have them record their responses on sticky notes to put them on the anchor chart may be a KWL.</u>	⁵ Skills , the literacy coach use of KWL and recording responses to a level A text.
Abigail	So ⁶ <u>after she asked them a prediction was correct she could have said seen if their</u>	⁶ Whole language , the coach is suggesting that the students can make

	predictions were um correct.	predictions about the story, however they must read the story to understand if they are correct in their predictions.
Abigail	Um I saw ⁷ <u>her doing some good things</u>	⁷ Supportive Coaching , although she does not report the good things she saw the teacher did, she implies she was doing “good things”
Abigail	um ⁸ <u>I didn’t really see the students really-doing- a lot of hands on things may be , um may be more hands, hands on things with them.</u>	⁸ Directive Coaching , the literacy coach does not describe the hands on things the teacher should do but she does suggest the teacher is not engaging students.
Abigail	Um something else I guess you could do with them after she read the book with them she left for the ⁹ <u>other students may be something to fill out a sentence starter or a couple comprehension questions so she could see if they really understood the concept she was trying to teach them in that book.</u>	⁹ Skills , the coach wants level A text readers to fill out a sentence starter for comprehension questions.
Researcher	Um you said anchor charts could you explain anchor charts	
Abigail	Um just kind of a visual um (Long pause) I may be would ¹⁰ <u>have drawn a visual picture of the glasses may be</u> and may be point to different things	¹⁰ Whole Language , the coach is directing the teacher to the story by using pictures.
Abigail	may ¹¹ <u>be on the anchor chart.</u>	¹¹ Skills , anchor charts refer here to skills teachers are directed to use during reading instruction with students.
Abigail	To see kind of ¹² <u>spark their</u>	¹² Whole Language , again

	<u>knowledge to say okay we</u> <u>see a glass here we see a</u> <u>grandmother here</u> and may be point to different things so may be pulling different characters out of it	the coach is discussing the story and children making connections to who wears glasses in their family.
Abigail	¹³ <u>anchor chart.</u>	¹³ Skills , anchor chart directing to a skill to be learned by the reader.
Researcher	Okay, anything else	
Abigail	No	

APPENDIX E

The DeFord Theoretical to Reading Profile (TORP)

Directions: Read the following statements, and circle one of the responses that will indicate the relationship of the statement to your feelings about reading and reading instructions.

SA = strongly agree; **SD** = strongly disagree

Select one best answer that reflects the strength or agreement SA 2 3 4 SD or disagreement.

- | | | | | | |
|---|----------|----------|----------|----------|----------|
| 1. A child needs to be able to verbalize the rules of phonics in order to assure proficiency in processing new words. | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> |
| | SA | | | | SD |
| 2. An increase in errors is usually related to a decrease in comprehension. | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> |
| | SA | | | | SD |
| 3. Dividing words into syllables according to rules is a helpful instructional practice for reading new words | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> |
| | SA | | | | SD |
| 4. Fluency and expression are necessary components of reading that indicate good comprehension. | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> |
| | SA | | | | SD |
| 5. Materials for early reading should be written in natural language without concern for short, simple words and sentences. | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> |
| | SA | | | | SD |
| 6. When children do not know a word, they should be instructed to sound out its parts. | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> |
| | SA | | | | SD |
| 7. It is a good practice to allow children to edit what is written into their own dialect when learning to read. | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> |
| | SA | | | | SD |
| 8. The use of a glossary or dictionary is necessary in determining the meaning and pronunciation of new words. | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> |
| | SA | | | | SD |
| 9. Reversals (e.g., saying "saw" for "was") are significant problems in the teaching of reading. | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> |
| | SA | | | | SD |
| 10. It is good practice to correct a child as soon as an oral reading mistake is made. | <u>1</u> | <u>2</u> | <u>3</u> | <u>4</u> | <u>5</u> |
| | SA | | | | SD |

- | | |
|--|--|
| 11. It is important for a word to be repeated a number of times after it has been introduced to ensure that it will become a part of sight vocabulary. | $\begin{array}{ccccc} 1 & 2 & 3 & 4 & 5 \\ \hline & SA & & & SD \end{array}$ |
| 12. Paying close attention to punctuation marks is necessary to understanding story content. | $\begin{array}{ccccc} 1 & 2 & 3 & 4 & 5 \\ \hline & SA & & & SD \end{array}$ |
| 13. It is a sign of an ineffective reader when words and phrases are repeated. | $\begin{array}{ccccc} 1 & 2 & 3 & 4 & 5 \\ \hline & SA & & & SD \end{array}$ |
| 14. Being able to label words according to grammatical function (e.g., nouns, etc.) is useful in proficient reading. | $\begin{array}{ccccc} 1 & 2 & 3 & 4 & 5 \\ \hline & SA & & & SD \end{array}$ |
| 15. When coming to a word that's unknown, the reader should be encouraged to guess upon meaning and go on. | $\begin{array}{ccccc} 1 & 2 & 3 & 4 & 5 \\ \hline & SA & & & SD \end{array}$ |
| 16. Young readers need to be introduced to the root form of words (e.g., run, long) before they are asked to inflected forms (e.g., running, longest). | $\begin{array}{ccccc} 1 & 2 & 3 & 4 & 5 \\ \hline & SA & & & SD \end{array}$ |
| 17. It is not necessary for a child to know the letters of the alphabet in order to learn to read. | $\begin{array}{ccccc} 1 & 2 & 3 & 4 & 5 \\ \hline & SA & & & SD \end{array}$ |
| 18. Flash-card drills with sight words is an unnecessary form of practice in reading instruction. | $\begin{array}{ccccc} 1 & 2 & 3 & 4 & 5 \\ \hline & SA & & & SD \end{array}$ |
| 19. The ability to use accent patterns in multisyllable words (pho` to graph, pho to` gra phy, and pho to gra` phic) should be developed as a part of reading instruction. | $\begin{array}{ccccc} 1 & 2 & 3 & 4 & 5 \\ \hline & SA & & & SD \end{array}$ |
| 20. Controlling text through consistent spelling patterns (e.g., The fat cat ran back. The fat cat sat on a hat.) is a means by which children can best learn to read. | $\begin{array}{ccccc} 1 & 2 & 3 & 4 & 5 \\ \hline & SA & & & SD \end{array}$ |
| 21. Formal instruction in reading is necessary to ensure the adequate development of all the skills used in reading. | $\begin{array}{ccccc} 1 & 2 & 3 & 4 & 5 \\ \hline & SA & & & SD \end{array}$ |
| 22. Phonic analysis is the most important form of analysis used when meeting new words. | $\begin{array}{ccccc} 1 & 2 & 3 & 4 & 5 \\ \hline & SA & & & SD \end{array}$ |
| 23. Children's initial encounters with print should focus on meaning, not on exact graphic representation. | $\begin{array}{ccccc} 1 & 2 & 3 & 4 & 5 \\ \hline & SA & & & SD \end{array}$ |

24. Word shapes (word configuration) should be taught in reading to aid in word recognition.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
	SA				SD
25. It is important to teach skills in relation to other skills.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
	SA				SD
26. If a child says “house” for the written word “home”, the response should be left uncorrected.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
	SA				SD
27. It is not necessary to introduce new words before they appear in the reading text.	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
	SA				SD
28. Some problems in reading are caused by readers dropping the inflectional ending from words (e.g., jumps, jumped).	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
	SA				SD

Source: From “Validating the Construct of Theoretical in Reading Instruction,” by D. DeFord, *Reading Instruction Quarterly* 20, Spring 1985.

Determining Your Theoretical

- To determine your theoretical , tally your score on the TORP. Add the point values as indicated on each item, except for the following items: 5, 7, 15, 17, 18, 23, 26, 27
- For these items, reverse the point values by assigning 5 points for strongly agree (SA) to 1 point for strongly disagree (SD):

<u>5</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
SA				SD
- Once your point totals have been added, your overall score on the TORP will fall in one of the following ranges:

THEORETICAL	OVERALL SCORE RANGE
Phonics	0-65
Skills	65-110
Whole Language	110-140

APPENDIX F

E-mail Correspondents Concerning the TORP

You know, Bernadine, I don't know of any such instruments, but I have always felt that DeFord's questionnaire could be nicely supplemented by an interview protocol that asked teachers to tell us what they would do to solve different sorts of reading puzzles. A kind of "what if" series of scenarios to which folks would respond. The other thing that might be done is to sort out teacher orientation from teacher beliefs/s by using a orientation assessment along with a TORP.

Best!

pdp

-----Original Message-----

On Mar 5, 2013, at 7:36 AM, Bernadine Hansen <bhansen@uttyler.edu> wrote:

Dear Dr. Pearson,

I am writing to you for direction in a current study I will be conducting. I am a doctoral student at Denton Women's University in Denton, Texas. I am currently researching theoretical and coaching experiences. I am considering using Diane DeFord's Theoretical Reading Profile (TORP) that was designed in (1979).

I feel this instrument may help with my current study. However, I want to be as current as possible. My question to you is do you know of any other tested valid and reliable theoretical instrument that may be more current for this study?

I thank you for your time; I will recognize your contribution to this matter in my study.

Thank you,

Bernadine Hansen

Doctoral Student-Texas Women's University

I don't know of any other instrument that you might use.

Dick Allington
University of Tennessee
A209 Claxton

-----Original Message-----

From: Bernadine Hansen <bhansen@uttyler.edu>

To: rallingt <rallingt@utk.edu>

Sent: Mon, Mar 4, 2013 3:10 pm

Subject: Doctoral Question

Dear Dr. Allington,

I am writing to you for direction in a current study I will be conducting. I am a doctoral student at Women's University in Denton, Texas. I am currently researching theoretical and coaching experiences. I am using Diane DeFord's Theoretical Reading Profile (TORP) that was designed in (1979).

I feel this instrument may help with my current study. However, I want to be as current as possible. My question to you is do you know of any other tested valid and reliable theoretical instrument that may be more current for this study?

I thank you for your time; I will recognize your contribution to this matter in my study.

Thank you,

Bernadine Hansen

Doctoral Student-Texas Women's University

Bernadine,

No, I have not changed the instrument in any way. Here are some directions for scoring your teacher profiles. Good luck!! DD

-----Original Message-----

From: Bernadine Hansen [<mailto:bhansen@uttyler.edu>]

Sent: Monday, March 04, 2013 3:13 PM

To: DEFORD, DIANE

Subject: Doctoral Question

Dear Dr. DeFord,

I am writing to you for direction in a current study I will be conducting. I am a doctoral student at Women's University in Denton, Texas. I am currently researching theoretical and coaching experiences. I am using your Theoretical Reading Profile (TORP) that was designed in (1979).

I feel this instrument may help with my current study. However, I want to be as current as possible. My question to you is have you added anything new to this instrument that may be helpful to me while I am doing this research? I thank you for your time; I will recognize your contribution to this matter in my study.

Thank you,

Bernadine Hansen

Doctoral Student-Texas Women's University

Dear Bernadine,

I have a feeling that I somehow missed your email and did not respond to it. In case I didn't. The DeFord scale is the only scale I know with the magnitude of understanding that comes from it.

You might like to know that the Burke Interview used by many reading specialists and coaches was a model for the TORP. Diane DeFord was a student of Carolyn Burke's when she designed the TORP. I assume you have looked at dissertations for other research with the TORP. I know it has been used in a few other studies. Have you been in touch with Diane DeFord at all?

In miscue analysis research we often use the Burke Interview as pre and post analysis for readers to see if their views of reading changes as a result of retrospective miscue analysis or other kinds of strategy instruction with students.

I hope I was not too late in responding to your email. Good luck in your work and send me a bibliography and abstract of your dissertation when you are through.

Yetta Goodman

-----Original Message-----

On Mon, Mar 4, 2013 at 1:08 PM, Bernadine Hansen <bhansen@uttyler.edu> wrote: Dear

Dr. Yetta Goodman,

I am writing to you for direction in a current study I will be conducting. I am a doctoral student at Women's University in Denton, Texas. I am currently researching theoretical and coaching experiences. I am using Diane DeFord's Theoretical Reading Profile (TORP) that was designed in (1979).

I feel this instrument may help with my current study. However, I want to be as current as possible. My question to you is do you know of any other tested valid and reliable theoretical instrument that may be more current for this study? I thank you for your time; I will recognize your contribution to this matter in my study.

Thank you,

Bernadine Hansen

APPENDIX G









Interview Questions for Live Reading Event

1. When you meet with the teacher what how will you go about your coaching?
2. How did you come to the decision concerning your coaching?
3. What materials such as, data or references if any will you use with her?

APPENDIX H

Stuck on a Tricky Word?

Adapted from the web site: Stuck on a Tricky word? <http://www.Choice literacy.com/trickyword-jpg>

 Eagle Eye	Look at the Pictures <ul style="list-style-type: none"> Look at the picture for cues.
 Lips the Fish	Get your Lips Ready <ul style="list-style-type: none"> Say the first few sounds. Read to the end of the sentence and say it again.
 Stretchy Snake	Stretch it out <ul style="list-style-type: none"> Stretch the word out slowly. Put the sound together.
 Chunky Monkey	Chunk the Word <ul style="list-style-type: none"> Look at the chunk (ea, an) Look for a word part (st- art)
 Skippy Frog	Skip it, Hop Back <ul style="list-style-type: none"> Skip the word Read to the end of the sentence. Hop back and read it again.
 Flip the Dolphin	Flip the vowel <ul style="list-style-type: none"> Try the short vowel sound. Try the long vowel sound.
 Tryin' Lion	Try it Again <ul style="list-style-type: none"> Try to reread the sentence. Try a word that makes sense. Try to switch b/d.
 Helpful Hippo	Ask for Help <ul style="list-style-type: none"> Ask for help <u>after</u> you have tried all of the other strategies.

Adapted from the website: Stuck on a Tricky word? <http://www.Choice literacy.com/trickyword-jpg>.

APPENDIX I

Jose's Simulated Coaching Transcriptions and Codes

Jose's Simulated Coaching Transcription

Participants	Transcriptions	Coding
Researcher	So my question is- if this- if this was one of your teachers how would you coach them?	
Jose	Um, okay I would start out by um I always start out finding out something um they are doing well um she did really well on um you know. <u>She did introduce the book and she was going through the cycle of guided reading.</u>	
Jose	¹ <u>You pointed out a word that helped the students</u>	¹ Skills Orientation , as Josie refers to point out a word in the text is needed in order to help readers.
Jose	um ² <u>remember what was in the sentence the word <i>my</i> and I would point that out</u>	² Skills Orientation , Josie points out to the teacher that the word <i>my</i> was important to discuss with students. This confirmed what the teacher did during her lesson.
Jose	Um during I think during the reading, like during the reading I would help with her I noticed and I know it was a short book um I know it was kind of easy and everything	
Jose	but ³ <u>I would have children start at different times] you know when <u>they went to read they all went to read at the same time so they were kind of echo reading.</u> Which happens every now and then but you know. But if we start them um</u>	³ Whole Language , Josie is reporting to the teacher that children should be responsible for the entire text in order to have a comprehensive understanding of the story.
Jose	⁴ <u>You put your hand pointing on the table like a guided reading group) it is kind of a routine you have to teach of course you know are going to have to read first you all wait for a few minutes and then touch the front of the book and have them read at different times.</u> And they may get on the same page evidentially but at the least at the beginning they are not all reading echoing they are not all	⁴ Directive Coaching , Josie continues her conversation about procedures that may be needed to support the idea of complete text reading. She informs the teacher that a procedure of Guided Reading has not taken place and she provides a model of the process.

	listening-at least they are not reading oh my mom has glasses yea (using different motions to display other children listening in and echoing another child's reading) oh yea she said my mom has glasses.	
Jose	And they may get on the same page evidentially but at the least at the beginning they ⁵ <u>are not all reading echoing</u> they are not all listening-at least they are not reading oh my mom has glasses yea using different motions to display other children listening in and ⁶ <u>echoing another child's reading</u> oh yea she said my mom has glasses. So that is what I would talk with her about.	^{5/6} Whole Language , Josie explains that children who are using the reading echo approach are not necessarily gaining comprehension of the story as they are not in control of the entire text reading.
Jose	⁷ <u>She did take notes and I would praise her about that she was taking notes</u> during the reading so that is really good um	⁷ Supportive Coaching , Josie supported the teacher's understanding that taking notes during the reading is important in order to make teacher decisions before, during and after the reading lesson.
Jose	and ⁸ <u>so we might just want to work on the reading at the same time.</u>	⁸ Directive Coaching , Josie again confirms that the teacher will need to understand the process of reading instruction.

APPENDIX J

Jackie's Simulated Coaching Transcriptions and Codes

Jackie's Simulated Coaching Transcription

Participants	Transcriptions	Coding
Researcher	So how would coach this teacher?	
Jackie	Um first of all ¹ <u>I like how she introduced the book</u> and gave them different examples or have them give	¹ Directive coaching , Jackie uses the word I here as an approval of the teachers approach to her teaching.
Jackie	her different examples of glasses but she ² <u>also talked about a drinking glass</u> so	² Whole Language , Jackie discusses the teacher's use of drinking glasses as a way for students to engage in the content of the story.
Jackie	that would be a good teaching ³ <u>point synonyms</u> for that	³ Skills Orientation , Jackie believes another reason that the teacher could discuss glasses is to point out synonyms in words.
Jackie	what I the thing I would coach her on would be what is the purpose of the reading because she gave them the book and she had them make predictions on the last page but what ⁴ <u>reading strategies did she want them to work on while they were reading.</u>	⁴ Skills Orientation , here Jackie begins to report that the teacher did ask kids to make predictions, however, she states that children really need to be directed by the teacher that they needed more information on reading strategies while they are reading.
Jackie	Like if they get stuck or like if they ⁵ <u>don't know a word what strategies are they relying on practicing that with that story.</u>	⁵ Skills Orientation , Jackie continues to discuss that students need to understand reading strategies. Jackie has expressed that practicing strategies is important while reading the story.
Jackie	So that would be my question making sure that the ⁶ <u>purpose for reading is set up</u> and how she would do that.	⁶ Skills Orientation , Jackie indicates by the previous statement and this statement reading is more than just reading a story, students should understand
Researcher	umm- How did you come to that decision?	
Jackie	Um when first of all when she gave them the book the only instruction was there really was no instruction	
Jackie	she pretty much asked them what the last page would be	
Jackie	or give them something to do while they were reading and with emergent readers and ⁷ <u>young readers it really important to teach those strategies when you get stuck so that gives them a goal and ⁸purpose for reading to text</u> and which is part of their standards.	⁷ Skills Orientation , Jackie's statement that, what is really important is to teach reading strategies, and that is the purpose of reading leads the researcher to believe reading strategies are more important than reading for meaning of text. Whole language
Researcher	So what material, data or references would give her?	

Jackie	We have ⁸ <u>the charts with the different strategies such as looking at the picture, using your eagle eye, what part of the words do you know.</u>	⁸ Skills Orientation , when Jackie refers to the strategies chart this indicates that she may view reading as taking words apart which is a skills orientation.
Jackie	⁹ <u>getting the words started thinking about what would make sense.</u>	⁹ Whole Language , this statement of what would make sense, would indicate a believe that
	I would bring that with me as well. When I coach so here is the list of ¹⁰ <u>strategies that you can teach your students when they get stuck on the word.</u>	¹⁰ Skills Orientation , the list of strategies that the coach is suggesting gives children ways to work out words when they are stuck on a word.
Researcher	Anything else	
Jackie	No	

APPENDIX K

Jane's Simulated Coaching Transcriptions and Codes

Jane's Simulated Coaching Transcription

Participants	Transcription	Coding
Researcher	So if you were going to coach this teacher or meet them what how would you coach them? What would coaching decisions be?	
Jane	Um (long pause) Well looking at it and taking my notes -I was taking notes on the kind of questions she was asking the kids and kind of and the interaction.	
Jane	¹ <u>I was kind of wondering when she was getting them to focus their attention and she was missing some scaffolding opportunities.</u>	¹ Directive Coaching , here she may be thinking more in the lines of telling the teacher what she needs to do during the reading lesson.
Jane	um because she didn't ask the little boy when on the first page he said something and she was talking- ² <u>what do you think this word is?</u> And he didn't get it and it was the other one it was that teaching moment.	² Skills Orientation , here Jane refers to a single word that may be helpful in the understanding of reading.
Jane	Like ³ <u>what could you have done at that moment differently at that time?</u>	³ Skills Orientation , this continues her thinking on how to direct children when they make stops in their reading, and referring to her above statement "what do you think this word is?" Knowing words is a skill based instruction.
Jane	Because he might ⁴ <u>have understood that word better</u> if she had gone back over it instead of listening to the <u>other girl</u> word was she kind of went on.	⁴ Skills Orientation , the coach continues to discuss word instruction from the teacher.
Jane	So, whenever I coach ⁵ <u>someone I always ask them how did they think it went?</u> Is there anything you would do differently? If you did this group again and that is when I would focus on certain things that I saw.	⁵ Informative Coaching , by using "is there anything you would do differently supports the teacher in her process of why and what she taught during the lesson.
Researcher	The second question is, how- when you were thinking about making that decision um you did say you took notes. And you said, there were other parts, why did you select that particular piece.	

Jane	Um I think I picked that piece because she missed a teaching opportunity because this may be a student who ⁷ <u>is struggling with ahh sight words with reading</u> , and he is looking more at the pictures <u>beginning letter sounds</u> .	⁷ Skills Orientation , Jane is directing the teacher to sight words; as she goes on to say that the student needs more support to his knowledge of pictures and first letter when he meets an unknown word.
Jane	And deciding sort of like when we go through the training when we work with the teachers in guided reading. And we have I remember in First Grade having ⁸ <u>this little chart the things you could do with the students</u> .	⁸ Skills Orientation , here the coach is referencing the “little chart” as skills that the students can learn when they are stuck on a word. This chart mainly refers to skills in solving words.
Jane	And so it was that moment um ⁹ <u>what about looking at the first letter</u>	⁹ Phonics Orientation , here she is just looking a first letter.
Jane	¹⁰ <u>you know let’s look at this word so what letter does that begin with so would that make sense there</u> .	¹⁰ Phonics Orientation , Jane here uses letter to have kids understand unknown words.
Jane	And you said that one and ¹¹ <u>listening to the sound</u> and depending on knowing that student do they <u>know their beginning sounds</u> .	¹¹ Phonics Orientation , using beginning sound and listening sound to instruct builds reading skills that relate to early phonics knowledge.
Jane	Because there it seems to me he was looking pictures to get what was going on ¹² <u>but we want them to make connections with the letter sounds the reading and the words</u> .	¹² Phonics Orientation , here Jane discusses the child’s use of pictures, which would relate to the story. However, she relates again to the importance of making connections to letter and sound knowledge in order to read words.
Researcher	Okay, and the last question what materials or data or references discuss or bring to this coaching session with her?	
Jane	Ummm and if I was her coach and had done previous training especially in Guided Reading I would referrer back to how we are using this. But then I just remember having ¹³ <u>that little chart um and going back to those strategies</u> that we use when we are working with a group and depending on um this school has done the training and if strategies are in place and the teacher is using that	¹³ Skills Orientation , here the coach reference to the “little chart” is the Eagle Eye reading guide for readers when they get stuck on a word. Again, this chart mainly works with skills to figure unknown words, and as Jane has discussed previous her direction of phonics this would be supported by skill knowledge.

	<p>And I always like the color ¹⁴<u>highlighting tape going through the word <i>my</i></u> and if that was an evident -having the <u>kids go find it in their book</u> and get to use the magic tape. So anything hands on so the kids can get a connection with it.</p>	<p>¹⁴Skills Orientation, Jane uses the tape to highlight the word <i>my</i> that the teacher introduced to kids on the video. She goes on to say that they would isolate the word <i>my</i> in this text reading.</p>

APPENDIX L

Annie's Simulated Coaching Transcriptions and Codes

Annie's Simulated Video Transcription

Participants	Transcript	Coding
Researcher	Okay-ready when you are Okay so how would you coach-coach this teacher?	
Annie	Okay, I think I like what she did the on the um ¹ <u>prediction part where she talked about the she introduced the term glasses</u>	¹ Whole Language , Annie suggests here that by the teacher discussing who wears glasses in the family that it is important to understand the story line.
	<u>and she talked who in their family wears glasses.</u>	
Annie	ahh and ² she also talked about <u>there is different shapes of glasses and there is sunglasses and glasses to make you see better and then she also talked about glasses that you drink out of</u>	² Whole Language , Annie continues to discuss the importance of prior knowledge and connections to the text that before the student begins to read.
Annie	umm (long pause silence) and then (her phone binged-said sorry) she kinds of did a ³ <u>picture walk a little bit through there she not a picture walk but she kept referring to the pictures before they read the book</u> um (long pause) let's see	³ Whole Language , here the coach discusses that the teacher is sort of doing a picture walk but not really because the children are not handling the book on their own. However, Annie sees the need of what the teacher is doing to again confirm knowledge of content of the story.
Annie	(she then refers back to her notes she has written) and ⁴ <u>made predication</u> s about what the last page is going to be.	⁴ Whole Language , Annie makes the statement that predictions of what will happen on the last page is important for children to be involved with the story.
Annie	And I like she drew attention to that ⁵ <u>one word my the high frequency word</u> she was working on.	⁵ Skills , Annie states that the teacher introduced the word <i>my</i> to the children and this was important for them to read the words.
Annie	Um one of the things I think I would um like ⁶ <u>to see is more is to if (my) is going to be the word</u> she is going to focus on there I would, I would introduce that more specifically at the beginning of the story.	⁶ Skills , Annie continues to discuss the word <i>my</i> . She indicates that the teacher needed to make this a better focus of her lesson when she first began her lesson.
Annie	Um possible ⁷ <u>have it on a card or you know separate little card</u> so the kids can kind of focus on it and have them find it in the story um rather than just pointing it out.	⁷ Skills , Annie then mentions that the teacher should do more than point out the word, but have it on a card. She believes this would support the readers even further in their word knowledge.

Annie	Um (long silence-going back to notes) Also after wards I think um to focus ⁸ <u>on the strategies of how they are reading-reading strategies rather than just what they liked about the story.</u>	⁸ Skills , here Annie mentions that reading is not just liking a story, but learning reading strategies. She indicates that the teacher did not focus attention on these skills for the readers.
Annie	Um and ⁹ <u>then going back to the high frequency word on the card if she had a vocabulary card for the kids to look at I think that would have been better.</u>	⁹ Skills , again she mentions the high frequency word <i>my</i> and the need for the students to have this on a card.
Annie	Um let me see the other thing (long silence)um if she is going to talk ¹⁰ <u>about that word my</u> and it's hard to know because I don't know exactly everything else they have been working on in class but if she has been um working on the <u>six syllables types</u>	¹⁰ Skills , she again describes the importance here of the high frequency word but also the need for knowing the six syllables types that teachers should help children understand when they are working on words.
Annie	may be talk about ¹¹ <u>like how do you know that sound (y) makes in that word</u> then um kind of linking back to some of the (phone goes off-sorry) <u>some of the phonics instruction that ahh hopefully has been going on</u> (cough) the whole group and kind of differentiate that what this this particular small grades need.	¹¹ Phonics , here Annie would like the teacher to take the word <i>my</i> apart and separate each letter and have students understand letter and sounds. She goes on to state that she hopes the teacher is working on these phonics skills in class so that these phonics skills will support the different levels of readers.
Researcher	Okay, is there anything else you would like to add?	
Annie	No	
Researcher	Great, thank you.	

APPENDIX M

Mary's Simulated Coaching Transcriptions and Codes

Mary's Simulated Coaching Transcription

Participants	Transcriptions	Coding
Researcher	Sorry, tape recorder was not on- we were discussing how you would coach this teacher-You were saying it was jumbled up?	
Mary	It was not distinct I guess the way ¹ <u>she established the book walk begin the book or her preview to me.</u> Um she kind of jumped right into it I guess and with the readers she had <u>I guess she could use a bit more academic vocabulary.</u>	¹ Skills , Mary seemed to state here that instead of the teacher discussing the story content. The teacher should have been working with students on vocabulary of the story.
Mary	I guess I would encourage her to use more of the ² <u>academic language with them</u> um...(long pause) are we on just one part of the story?	² Skills , again Mary is concerned with the lack of vocabulary the teacher is using to support the readers.
Researcher	Whatever or however you would coach.	
Mary	Um-I would probably have said um more ³ <u>clear expectations as they read to themselves because they were all kind of reading out-loud</u> she might could of <u>instructed them to whisper read and give them more guidance</u> in that area but it all depends on what she was going with that but I don't know um.	³ Directive Coaching , the literacy coach is speaking about the procedures of doing Guided Reading that the teacher may need support in knowing. Such as that all children read the text in a staggered manner, and that they use a soft voice while reading.
Mary	⁴ <u>They made some connections what do you like about this book</u> she could have also made <u>some other connections may be some other books uh they made text to self-connections my mamma wears glasses, my grandmother wears glasses those type of things um some text to world text to text connection.</u>	⁴ Whole Language , here she discuss the need for students to make real world connections to their reading, this would go beyond knowing words, and having skill information in their reading.
Mary	Um she made some sequence- she could have put out a variety of skills I guess it is just vague to me what her intended purpose was...	
Researcher	Okay	
Mary	Of her guided reading lesson, I	

	mean there is a number of things that is going on into play	
Researcher	So when you were thinking of coaching her what is your process in making this decision? What were you thinking about?	
Mary	What I first started thinking about the level of her students possibly what she had in mind what ⁵ <u>particular skill</u>	⁵ Skills , Mary seems to indicate that the teacher needs to discuss a skill to the reading of the book.
Mary	or ⁶ <u>was her purpose just to read the book</u> and if I had all those answers I would have been able to guide her more if I knew exactly what she was doing.	⁶ Skills , here Mary suggest that there is more to reading a book than just enjoying a story that there should be skills linked to the reading lesson.
Researcher	Okay, if she was here would there be any materials you would bring to conference with her to help her? How would you..	
Mary	uhhm I don't know, I don't know	
Researcher	okay, when you said-can I expand a little bit something you said? You said, something about academic vocabulary, vocabulary language what do you mean by that? What is that?	
Mary	um the ⁷ <u>academic language in which those students can make those connections to um reading concepts</u> you know (laughter)	⁷ Skills , academic language referred to here is language that the teachers are asked to use to prepare children for state testing.
Researcher	I am not questioning you I just have never heard that mentioned like this before.	
Mary	⁸ <u>Academic vocabulary</u> is something we are <u>advising instructing</u> , you know its that making it vague and open what we want the students to do. We want to make those ⁹ <u>direct connections so they can make connections to their learning</u> – um	^{8/9} Skills , when Mary mentions the collective “we” she means the skills that have been handed down from administration to literacy coaches that then in return are taught to teachers. The direct connections in learning is that of kids learning reading skills such as knowing words or understanding how to figure out unknown words.
Researcher	I getcha now	
Mary	¹⁰ <u>Does that make sense so if I want them to refer something then I set that up for them and let them</u>	¹⁰ Whole Language , making sense in the story is important to understand the whole of the story.

	<u>know exactly what they are doing...</u>	
Mary	So she is asking them to ¹¹ <u>make predictions</u> um at the end of the text about what do they think she will see at the end or what the ¹² <u>story is about what you are going to think about in the end but she never did and she never called it a predictions.</u>	^{11/12} Skills , although Mary believes that making predictions and thinking about the story is important, she believes labeling that skill “predictions” and having that vocabulary is important to readers.
Mary	I know you know all about it (laughter)	
Researcher	Yes, I guess I do. Is there anything else?	
Mary	No	

APPENDIX N

Abigail's Simulated Coaching Transcriptions and Codes

Abigail's Simulated Coaching Transcription

Participants	Transcription	Coding
Researcher	So, if you had this teacher on your campus and you were watched this lesson- what would be something you would coach her on?	
Abigail	I ¹ <u>think using anchor charts</u> um with the before reading	¹ Skills , anchor charts refer to students able to work across unknown words. These charts are given to teachers to help instruct students when they come across an unknown word.
Abigail	² <u>have different size glasses so the students can kind of feel what the things that are taking place</u>	² Whole Language , the coach is suggesting that making connections before the text reading is one way to help children understand the story.
Abigail	and she talked about the other kind of glasses and would have had a ³ <u>glass so they would of kind a of you know some kind of prior knowledge.</u>	³ Whole Language , she continues to discuss that the use of different kind of glasses may help relate to the text they will read.
Abigail	to bring out about the different you know just the different- different feel it around a little bit and on ⁴ <u>the anchor charts.</u>	⁴ Skills , although she never finishes this statement the reference to anchor charts is about skills in solving words.
Abigail	probably would have the ⁵ <u>title of the book and a picture or something or have them record their responses on sticky notes to put them on the anchor chart may be a KWL.</u>	⁵ Skills , the literacy coach use of KWL and recording responses to a level A text.
Abigail	So ⁶ <u>after she asked them a prediction was correct she could have said seen if their predictions were um correct.</u>	⁶ Whole language , the coach is suggesting that the students can make predictions about the story, however they must read the story to understand if they are correct in their predictions.
Abigail	Um I saw ⁷ <u>her doing some good things</u>	⁷ Supportive Coaching , although she does not report the good things she saw the teacher did, she implies she was doing "good things"
Abigail	um ⁸ <u>I didn't really see the students really-doing- a lot of hands on things may be , um may be more hands, hands on things</u>	⁸ Directive Coaching , the literacy coach does not describe the hands on things the teacher should do but she does suggest the teacher is

	<u>with them.</u>	not engaging students.
Abigail	Um something else I guess you could do with them after she read the book with them she left for the ⁹ <u>other students may be something to fill out a sentence starter or a couple comprehension questions so she could see if they really understood the concept she was trying to teach them in that book.</u>	⁹ Skills , the coach wants level A text readers to fill out a sentence starter for comprehension questions.
Researcher	Um you said anchor charts could you explain anchor charts	
Abigail	Um just kind of a visual um (Long pause) I may be would ¹⁰ <u>have drawn a visual picture of the glasses may be</u> and may be point to different things	¹⁰ Whole Language , the coach is directing the teacher to the story by using pictures.
Abigail	may ¹¹ <u>be on the anchor chart.</u>	¹¹ Skills , anchor charts refer here to skills teachers are directed to use during reading instruction with students.
Abigail	To see kind of ¹² <u>spark their knowledge to say okay we see a glass here we see a grandmother here</u> and may be point to different things so may be pulling different characters out of it	¹² Whole Language , again the coach is discussing the story and children making connections to who wears glasses in their family.
Abigail	¹³ <u>anchor chart.</u>	¹³ Skills , anchor chart directing to a skill to be learned by the reader.
Researcher	Okay, anything else	
Abigail	No	

APPENDIX O

Jackie's Live Coaching Transcript and Codes

Jackie	Yes, okay-alright-okay-first of all great lesson. Thank you you-this really makes me want to come back and do Guided Reading all the time-but um I want us to first of all telling me about your lesson ah how you planned for it when you were envision it –how it was laid out.	.
Teacher	Um well when I got ready to plan that lesson for that group I was really thinking about some of the vowel rules they have been struggling with. So, I picked a book that would have those words in it.	
Jackie	umhm	
Teacher	And I also wanted to work on word structure with them and we also tomorrow going to work on visualizing which is a second grade concept	
Jackie	Um.umhm	
Teacher	I have been meeting with the second grade team to see where they need to be when they come to second grade. So I kind of planned that my lesson toward that.	
Jackie	Geared	
Teacher	That lesson	
Jackie	¹ You purposely selected that book,	¹ Supportive
Jackie	² I know you went over the two vowels	² Phonics
Jackie	You said the purpose was to look for these you ³ are decoding these when you read	³ Phonics
Jackie	Um ⁴ I wanted to make sure you had that set that and you conveyed-that you conveyed that when you reminded them I want you to look for.	⁴ Directive
Jackie	⁵ Yes and the visualizing that would be great even vertically third fourth and fifth	⁵ Supportive
Jackie	⁶ Or when they are inferencing like you did.	⁶ Whole Language
Jackie	⁷ They were looking at the picture they had to inference and bring background knowledge mental image information.	⁷ Whole Language
Jackie	So um, I would also	
Teacher	We are right on the line in between levels	
Jackie	unhm	
Teacher	Okay, so I wanted to build their confidence before I moved them their levels as well	
Jackie	umhm	
Teacher	So, I thought they would have some trouble with some a few words	
Jackie	umhm	
Teacher	And a couple of them did but-that is where we were we were in a couple of	
Jackie	⁸ It helped you went over the strategies and made them tell what is was	⁸ Skills
Jackie	⁹ Just saying Eagle Eye what does that mean that helps them when they are in their reading	⁹ Skills

Jackie	¹⁰ I think when Ruby got to idea; she had to work on those strategies than you just giving it to her.	¹⁰ Skills
Jackie	¹¹ I know she I could really tell they know the routines. The table back here, where they are going to go using their anchor charts, this wasn't, this was something they do all the time that was very evident.	¹¹ Skills
Jackie	¹² Something else I liked was	¹² Supportive/Directive Jackie confirming her selection for teaching however, the use of I again may seem like a check list to the teacher.
Jackie	¹³ The vocabulary you used like infer, the intonation, attention to detail, fluency, um the problem and the solution and the text	¹³ Whole Language
Jackie	¹⁴ And that goes back to word structure you are working on.	¹⁴ Skills
Jackie	¹⁵ Um the only thing I thought we could add with start using the word	¹⁵ Directive //skills again using I statements may seem like a check list to the teacher.
Teacher	Okay	
Jackie	¹⁶ Like when you started the picture walk	¹⁶ Whole Language
Jackie	¹⁷ What evidence does that tell you about thinking vertically all that figure 19 (referring to STARR information) <i>Textual evidence</i>	¹⁷ Whole Language
Jackie	¹⁸ Even in the picture you can say what is the evidence in the picture that to you about, just to get them used to bring that in all the time not just textual evidence but even visual surroundings. (coughing-um)	¹⁸ Whole Language
Jackie	I am trying to look back over my notes. (Very long pause)	
Teacher	¹⁹ I remember saying, I complimented- I like how you were paying attention to the details-that is where I could have inferred that right?	¹⁹ Directive, the teacher is looking to get confirmation from the literacy Jackie on her teaching instruction.
Jackie	Yes-uhum	
Jackie	²⁰ Well, yes, and on one it was on the backpack it was sitting right here (referring back to the picture in the book)the backpack so what do you infer from that and-he said the backpack right here makes me think we are going hiking, Okay the backpack is your evidence and he would inference. (long silence)	²⁰ Whole Language
Jackie	²¹ Yea, okay I even do that when I choose books ever so the predicting, so one of the questions you asked was she said was outside, have them go into further explanation outside where	²¹ Directive
Teacher	okay	
Jackie	²² Then once again what was the evidence	²² Whole language
Teacher	(Teacher repeats sentence the Jackie just said as she	

	writes in her notebook)What was the evidence.	
Jackie	umhm	
Teacher	That helped you-I have to write it down	
Jackie	You are fine	
Teacher	That helped you what?	
Jackie	Like whe you said er- that is what she did or was doing uhm	
Teacher	What was the evidence in the picture?	
Jackie	²³ That helps you make the inference because that is basically what they are doing they are making inference when the just the pictorial evidence okay um	²³ Whole Language
Jackie	²⁴ Yea lot of strong vocabulary when you were talking with them when they are doing their reading intonation and fluency.(Long pause)	²⁴ Whole Language
Jackie	²⁵ You could tell with each one that they have their goals you could see the four of them, but you could see each one had a certain that they were working on as well even though you had a purpose for the whole group you talked with each one about a different thing do that makes it more personable for each one of the so that was good.	²⁵ Supportive, the literacy Jackie is supporting the language used by the classroom teacher with the students.
Jackie	²⁶ Um I liked how you closed with the questions something from the beginning, something from the middle, and something from the end.	²⁶ Supportive and whole language
Jackie	²⁷ Then you had them do that text to self and about their lunch would you share-not sharing lunch (laughter) she said it several times (laughter) at the beginning and at the end-	²⁷ Supportive on a decision made by the teacher.
Jackie	²⁸ yea so good technique self-connection there	²⁸ Whole Language
Jackie	²⁹ So, what thinking about tomorrow when you meet with this group what is the plan the next step with – I know this was their first read through.	²⁹ Supportive
Teacher	I was thinking we would reread that book and go onto visualization.	
Jackie	Okay	
Teacher	Visualizing that is a new concept. I use that with my higher level group.	
Jackie	Umhm	
Teacher	So, this is going to be new for them	
Jackie	Umhm	
Teacher	And um so I am going to work on visualization. I am going to probably going to introduce an (I) (level of reader) book and it will be a little more challenging.	
Jackie	Yea	
Teacher	Because I really want to see them use those strategies more	
Jackie	okay	
Teacher	Don't want them to be forced to, okay but	

	definitely working on the strategies more. Yes and I am going to move them to a level (I) and work on the strategies a lot of those vowel rules.	
Jackie	okay-umhm	
Teacher	A lot of those vowel rules that am working on that	
Jackie	They were looking at those	
Teacher	Yea, but they are still having a hard time	
Jackie	Well yea, because they follow the rules but there are exceptions, and (laughter) they always seem to find the exceptions.	Skills
Teacher	That is an exception	
Jackie	I know	
Teacher	But you said-I know (laughter)	
Jackie	Something I just thought about visualize	Whole Language
Teacher	Yes, please	
Jackie	The Black Lagoon books-you know the teacher from the Black Lagoon	
Teacher	umhm	
Jackie	If you wanted to do a whole class that you could have them-you could read the book to them and have them look at the pictures get that visualization in their mind and draw it is so interesting,. They with their mind and then we would picture. Let them kind of there is so many. I know they have seen a lot of them bur start them off with the teacher form the Black Lagoon. Okay and teacher out of that is interesting to see if they really pick it up on the textual evidence. To read what they get in their minds. Just that is your first time with them that may be another way to do it down the road	
Teacher	Good, I will do that tomorrow-I am excited about that because I have never taught that grade so that is a new. Not used to having students that high. So I was nervous about visual. I was like how do you..	
Jackie	Yea, I like never showed them the cover. I covered it up so they could never even see things. So read it and then sit there and make their mental image. I would stop every so often and talk about-okay what are some of the things you heard? Picture has they would draw what their image was. It was just neat to see what was in their little minds.	
Teacher	And how you respond to that and what and what if some of them were like that were alike and some were different? So you could say oh, I can see how you that of that.	
Jackie	uhh	
Jackie	Going back to the textual evidence, I think one of them has warts on his face. So some picked on that and some didn't so it was back to the textual evidence. It should have this and should have this because. And those are short little books they are	Whole Language

	not that long	
Jackie	Just another activity for visual information	Whole Language
Teacher	I will do that before I do their lesson tomorrow	
Jackie	Okay	
Teacher	They can draw it they like to they can connect it back –thank you I like that idea and I need more of those too. (laughter)	
Jackie	Alright, thank you	

APPENDIX P

Annie's Live Coaching Transcript and Codes

Annie's Live Coaching Transcript with Codes

Speakers	Content	Coding
Annie (LC)	This is going to back to group time two because we didn't have a chance to debrief on yet	
Annie	just when we are talking about they um the- let me get my thoughts together here	
Teacher	uhh	
Annie	okay one of the things I really like was ur-um <u>your sequencing you had when you started with the</u> ¹ <u>letters then went to the words</u> then went to the PA	¹ Phonics
Teacher	umhm	
Annie	um ² <u>you can really see that the kids are in a good routine that is evident that you are doing the same thing with them every day.</u>	² Supportive Coaching
	I think would help is and I kind of wrote the same thing each little so I ³ <u>wrote the letter review</u>	³ Phonics
	Umm the thing that um- and the ⁴ <u>high frequency words</u> and the um <u>phonemic awareness</u> with everything I sort of wrote the same note and that was that was	⁴ Skills
	um if they ⁵ <u>like instead of having a card for each kid</u>	⁵ Phonics (referring to letter cards the teacher used in lesson)
Teacher	umhm	
Annie	to do if you ⁶ <u>had a set of cards per partner ..</u>	⁶ Phonics (again letter cards)
Teacher	Okay	
Annie	and that way ⁷ <u>they could-would be all engaged.</u> Because like you are working with this one over here then these Emilio and Arnold over here kind of you know are spacing out	⁷ Directive Coaching
Teacher	Right	
Annie	and if they had like Emilio and Arnold had their ⁸ <u>own set of letter cards</u>	⁸ Phonics
Teacher	Okay	
Annie	⁹ <u>then they could quiz each other</u>	⁹ Directive Coaching
Teacher	Okay	
Annie	¹⁰ <u>then these two over here could be quizzing each other and you</u>	¹⁰ Directive Coaching

	<u>could be doing-working with one in the middle</u>	
Teacher	Okay	
Annie	um- that sort of thing -it was sort of the same- that was sort of my- um- big observation at the beginning part the ¹¹ <u>high frequency words</u> would be the same thing so	¹¹ Skills
Teacher	Right	
Annie	if Arnold and Emilio had their ¹² <u>own set they could kind of quiz each other.</u>	¹² Directive Coaching
	<u>Cuz they know most of the</u> ¹³ <u>words they seem to know most of the words</u>	¹³ Skills
Teacher	uhh	
Annie	They know ¹⁴ <u>most of the words</u>	¹⁴ Skills
Teacher	hmm	
Annie	they seem to know ¹⁵ <u>most of the words</u>	¹⁵ Skills
Teacher	hmm	
Annie	¹⁶ <u>I think it would safe you some time because the group would go faster</u>	¹⁶ Directive Coaching
Teacher	Okay	
Annie	¹⁷ <u>it would (sniffle)-it would keep them more engaged.</u>	¹⁷ Directive Coaching
Teacher	so, may be- I know that two of them kind of on their on B's now (referring to text level of readers)	
Annie	Right	
Teacher	their kind of excelling faster-	
Annie	ya	
Teacher	so maybe they don't have to go over letters and sounds maybe	
Annie	Right-right	
Teacher	with their flash cards it could	
Annie	Yes-jus...	
Teacher	be	
Annie	yes	
Teacher	more tricky high frequency words we need to keep going over and then with Arnold or (inaudible) could be letter sound review	
Annie	¹⁸ <u>you could partner them up and help each other or if there is one particular low probably Joseph</u>	¹⁸ Directive Coaching
Teacher	um	
Annie	although he seemed to be doing	

	pretty well.	
Teacher	No he-th there just- the new student and then Norma wasn't here so- no- the other ones are really picking it up.	
Annie	Normally Norma is in that group she's absent today isn't she?	
Teacher	That is what I have been doing a little bit I have been doing the alphabet Art he can matchum I can put Claudian close to each other and we work on stuff-	
Annie	Which one is Claudian?-which one is that...	
Teacher	She is tall	
Annie	at the table was he..	
Teacher	he was at the far	
Teacher	he was right next to Brian and you	
Annie	I noticed he was struggling a little bit and he is new?	
Teacher	Yes-umhm	
Annie	Okay	
Teacher	He wants he needs that one on one I have found and that's what I want to talk to his teacher at Smith (school)that is what he said was the best thing for him	
Annie	okay-just one-on-one	
Annie	Um-That would be something else- ¹⁹ <u>if you put a kid may be two levels ahead of him that might not be with you-but one-on-one with another kid and a partner that could monitor how he is doing.</u>	¹⁹ Directive Coaching
Teacher	Okay	
Annie	that could help too.	
	Um that is the first thing between ²⁰ <u>letter review</u>	²⁰ Phonics
	and ²¹ <u>high frequency words sort to do sort of a turn and talk model with their more engaged</u>	²¹ Skills
	²² <u>instead of just asking one student have them turn and talk to each other and then everyone is engaged at the same time.</u>	²² Directive Coaching
Teacher	Okay	
Annie	um I think it will go a little faster if you-um another benefit of that is um-I know we came in on your first group another benefit of that	

	is if the kids are having trouble at their workstations finding the writing thing	
Teacher	Right	
Annie	or you know or the computer is not doing what you wanted it to do since they are engaged and that can give you a minute to make sure everyone is doing what you wanted them to do.	
Teacher	We switched some stations this morning-so I kinda of go over enough	
Annie	Yea so on the ²³ <u>rhyming</u> and I think I know you know this but I think we- Mrs. Smith (this is the principal) talked about that before.	²³ Skills
	Where um it's the same thing where you turn and talk have them-give them ²⁴ <u>two words</u> that-partner a <u>word</u> <u>that rhymes</u> with that.	²⁴ Skills
	If Arnold is <u>having difficulty</u> ²⁵ <u>rhyming</u> then give him um <u>cat hat rat dog or cat hat and a word that doesn't rhyme.</u>	²⁵ Skills
	Have him ²⁶ <u>choose a word that rhymes you know give him four words or five words and say which one of these words rhymes with hat</u>	²⁶ Skills
Teacher	Okay	
Annie	and get him started that way.	
Teacher	and um I he is the only one really um and Claudia that also came but really does the- the majority of the time their pretty good I give them harder words as we progress-but-um Mrs. Smith said something in um a meeting I can't remember it was something it stuck with me because I was thought about Arnold if um they have not can't rhyme yet, or if they can't do it just like rhyme not to move on but kind of keep moving forward	
Annie	yea and you have to because you because	
Teacher	because you can't dwell on it too long	

Annie	there does seem to be a window of opportunity ²⁷ <u>for them to learn rhyming</u> and I am not sure exactly why that is but they...(distraction-this leaf keeps falling)	²⁷ Skills
	I do think if you gave him opportunities to its <u>sort of a scaffolding a rhyming skill</u>	²⁸ Skills
	because um like if I said and will never be able to think of a word off the top of ²⁹ <u>my head but if I said flag-hag and ahh- mat does that rhyme, but if they see it in print I think that will help them too and they can say it out loud</u>	²⁹ Skills
Teacher	Okay	
Annie	um and it kind of gives them a different way ³⁰ <u>of seeing the rhyming words they can see the letters match and see that the letters don't match</u> so that would just something to try	³⁰ Skills
Teacher	Okay	
Annie	but you are <u>right you don't want to dwell on</u> ³¹ <u>rhyming</u>	³¹ Skills
Teacher	Okay, I just	
Annie	Yea you don't want to dwell on that forever	
Teacher	Okay I just	
Annie	um okay and let's see... ³² <u>I am going to skip over to the decodable books</u>	³² Phonics
Teacher	umhm	
Annie	So, I um really I think the same thing for that one thing when you have a story like that you often ³³ <u>will want to have a focus</u> and I know they were just reviewing the stories today	³³ Skills
Teacher	Right	
Annie	And you will want to have a focus so you are looking-your focus could be um ^{34/35} <u>inferencing</u>	^{34/35} Directive Coaching/Whole Language
	or could be whatever your ³⁶ <u>skill is for that day and talking to them about that particular reading skill</u> which I know is difficult for those kids who are emergent readers	³⁶ Skills
	but um-I ³⁷ <u>think if you had them on the same story that would be</u> and I know they were reviewing	³⁷ Supportive Coaching

	several short ones	
Teacher	because they are all on different levels-chuckle	
Annie	yea but if you ³⁸ <u>had two that were on the same level that way they could be reading to each other</u>	³⁸ Directive Coaching
Teacher	okay-that would help	
Annie	Because	
Teacher	Mumbling-in audible	
Annie	like when you were you were talking the one here Joseph and Jonathan kinda of	The following statements are about concerns of a child.
Teacher	they shouldn't be sitting near each other anyway that's kinda of my fault	
Annie	Yea	
Teacher	they shouldn't but	
Annie	but I did want to tell you I was encouraged by Joseph because number one he- he- uh has had so many hits in his life he has been depressed for a couple of years now	
Teacher	uhh	
Annie	he is smiling again that is good, it good and he is reading some	
Teacher	he is on a B (level of text) now	
Annie	that is awesome because we were really concern about him so whatever you are doing with him keep doing	
Teacher	um I think it gets him a little pumped to be in that group	
Annie	uhh	
Teacher	I don't know	
Annie	he knows	
Teacher	he knows he going up like he is a really great reader now and I am writing notes to mom and dad and he just loves that	
Annie	uh	
Teacher	And notes	
Annie	and that will be uh critical for him to capitalize on that put him with someone that he can read to or someone he can monitor where he is...(
Teacher	okay	
Annie	and that could be in a work station doesn't necessary have to be at	The following statements are in regards to the teachers

	your table doesn't even have to be that time of day just kind of day just use that confidence that is building in him and have him feel responsibility for helping someone else will be good.	workstations procedures.
Annie	Okay the other thing so um a little bit of looking at your whole class about the whole thing at the moment um I think I hesitate to say it cuz I can see you have your kids in a good routine have so many changes, the thing is the thing is it's a little bit like when you had the white boards out	
Teacher	umhm	
Annie	I like what you did with the white boards I thought it could be extended a little bit longer	
Teacher	umhm) yes and I having them time to switch and I was like ooh okay let's just work on one and we normally do have longer times with that	
Annie	and I think that is what I am seeing with the seven minutes that the kids are mature enough now it can last longer	
Teacher	Right	
Annie	sneeze- excuse me I think when they if they have a clear understanding of what they are doing in each station then they can focus longer than that seven minutes and that would keep you from um redirect cuz its not necessarily the work or that the workstations are not good it's that each time you change you have to focus small group you have to you get distracted because there is a laptop not working	
Teacher	Right	
Annie	or someone doesn't know what they are supposed to do or change in the classroom it takes your attention away from	
Teacher	Right	
Annie	the small group and so if you switch less often it would	

	automatically lessen that	
Teacher	that is what I was trying to do I bought this book ordered off Amazon (LC) right (T)and waiting for it to get in and read it over spring break	
Annie	Okay	
Teacher	something I can implement next year you know from day one but I am trying to come up with taking out creating more stations on Friday	
Annie	Right	
Teacher	getting things done I want to have different according to each group I am just trying to figure out I can do that part I think I can do that with a little bit of time especially over the break I can do that	
Annie	Right	
Teacher	but I want them to where I don't have to click it and they know once they have completed that task they can move on	
Annie	to go on	
Teacher	I am just trying to figure how to do that	
Annie	What um	
Teacher	that I wouldn't have to but then there would be three activities for them to complete and we did go over if they are finished early we did go over early finisher we did go over that last week so	
Annie	so their doing better on that	
Teacher	umh	
Annie	Good, well thanks for letting us come and watch, I'll see you in a few days.	
Teacher	Okay	