

LITERACY SPECIALISTS: UNDERSTANDING ADAPTIVE TEACHING IN  
ELEMENTARY INTERVENTION SETTINGS

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## DEDICATION

This study is dedicated to my family, for your unconditional love and support.  
Also, in memory of my sweet dogs Sydney and Melbourne, for listening intently to draft  
after draft of this study, and napping in my lap so I had to keep writing.

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## ABSTRACT

BONNIE A. BARKSDALE

### LITERACY SPECIALISTS: UNDERSTANDING ADAPTIVE TEACHING IN ELEMENTARY INTERVENTION SETTINGS

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The purpose of this study was to explore and describe the decisions and adaptations that literacy specialists make before, during, and after literacy intervention instruction. The theoretical framework for this study included social constructivism (Dewey, 1933), metacognition theory (Flavell, 1976), and adaptive expertise (Hatano & Ingnaki, 1986). The participants for the study were two literacy specialists.

This qualitative research study was designed as a cross case study in order to explore and describe adaptive teaching moves during literacy intervention instruction. I observed two literacy specialists conduct four different literacy intervention lessons on a weekly basis in each classroom over a two month time period. I also conducted pre-observation and debriefing interviews with each teacher to find out their professional background, how they plan for lessons and to discuss teaching reflections for teaching moves.

The findings suggest that literacy specialists do adapt instruction before, during, and after literacy intervention lessons based on different knowledge bases (Shulman, 1986). The data revealed several factors that influenced the adaptations that were made

during lessons including professional training, experience teaching literacy, and lesson planning. Several implications for school administrators and literacy professionals were drawn from the findings of this study in regard to adaptive teaching moves during literacy intervention lessons: solid literacy education foundation, continued professional learning, collaborative reflections with colleagues, and teacher preparation programs.

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## CHAPTER I

### INTRODUCTION

No two students enter the education system with the same level or type of knowledge. With the vast differences in student life experiences, English language proficiency and prior knowledge, it is up to teachers to modify, and adapt effective instruction to individualized student needs (Darling-Hammond & Bransford, 2005). As school populations become more increasingly diverse, the willingness of teachers to modify or adapt literacy instruction has become a necessity (Parsons, 2012; Parsons & Vaughn, 2013).

It is widely suggested that effective teachers of reading use thoughtful opportunities, or adaptive teaching to adapt their literacy instruction to meet the needs of diverse learners in their classrooms (Anders, Hoffman, & Duffy, 2000; Bransford, Darling-Hammond, & LePage, 2005; Snow, Griffin, & Burns, 2005). For a great number of students, literacy instruction in the general classroom is a successful setting. For others who struggle, many school districts employ literacy specialists to aide these students (Voyt & Shearer, 2003). The use of adaptive teaching in literacy instruction by a literacy specialist was the focus of this study.

#### **Background of the Problem**

Literacy specialists are professionals with advanced preparation and experience in literacy who have responsibility for the literacy performance of struggling readers

(International Reading Association, 2010). Literacy specialists use knowledge acquired from research, work with students, and use conversations to gain breadth and depth in their understanding of reading (Allington, 2009). Specialists must also be aware of reading practices that worked with, and helped all students receive the specific instruction essential for achievement in reading.

Literacy specialists generally work with struggling students who are participating in a literacy intervention program. These programs are typically designed to be a short term, high level of direct instruction in a specific deficit area, with instruction being given from a specialist with a high level of professional knowledge. The student groups are generally kept small, but filled with students who have varied instructional needs, as well as varied literacy levels. The context for adaptive instruction has no higher demand than with the literacy specialist, who is challenged to “close gaps,” and to get students back up to grade level performance (Alvermann, 2005).

### **Statement of the Problem**

With the vast differences of student levels and learning contexts, the ability for a teacher to take advantage of a teachable moment, adjust explanations for student clarity, informally reassess for reading objectives or to just stop, and reinforce a student’s use of strategies can further student learning. Researchers have suggested that teachers who are effective are also adaptive in their instruction.

As a literacy specialist, currently working in an elementary school setting, I work with an average of 70 different students a week through two to three sessions of literacy

instruction. Each group of students that I work with are unique and struggle to maintain grade level literacy goals. My time with students is to not only to close the learning gaps, but also to catch them up to current grade level expectations on state standards. This is a very important and unique setting in the sense that every decision, adaptation, or instructional move is carefully crafted to further student learning and thinking.

Despite recent studies being published, the research focused around adaptive teaching is relatively underrepresented. Seth Parsons and colleagues have done research in the last few years on classroom teachers and their reflective adaptations during literacy instruction (Parsons, 2010, 2012; Parsons & Croix, 2013; Parsons, Davis, Scales, Williams, & Kear, 2010; Parsons, Williams, Burrowbridge, & Mauk, 2011; Parsons & Vaughn, 2013, 2016; Vaughn, 2015). As a result of these studies, the knowledge of how and why teachers adapt their instruction has been used to further develop effective teaching. The special population that literacy specialists work with have little time to make up major deficits in learning and to catch up with their grade level peers on literacy goals. The knowledge of how, why and what knowledge is being drawn from for the literacy specialist can help these struggling readers. It has been suggested that if a student is struggling in first grade, they will be struggling in fourth grade (Juel, 1988). As a literacy specialist, there is little time to work with these struggling students and more knowledge of adaptive teaching can help to make the most of the limited time, push the learning, and help these students make significant gains.

As a research community, we still do not have depth of knowledge about why and how literacy specialists adapt instruction around literacy. More specifically, researchers have not explored why and how literacy specialists adapt instruction when working with multiple grade levels and struggling students. Due to increasing importance of tiered intervention to “catch up” or help struggling students advance to grade level texts, the adaptations that literacy specialists make during instruction are in need of exploration.

### **Theoretical Framework**

In particular, the theories guided the design of this study of adaptive teaching are social constructivism (Dewey, 1933), metacognition theory (Flavell, 1976), and adaptive expertise (Hatano & Ingnaki, 1986). These theories and related studies most directly influenced my thinking, inquiry, and understanding during the design of the research. Each of these theories will be addressed individually, but in essence, all three are interwoven as the lens through which I will examine adaptive teaching in literacy instruction.

#### **Social Constructivism**

The idea of social constructivism that guided this study was based upon the theories and teachings of Dewey (1938) and Vygotsky (1978). The theory of learning and development emphasizes that learners actively construct knowledge based upon what they already know through social interactions. Vygotsky (1978) proposed that learning is a process of the “internalization of higher psychological functions” (p. 53) that occurs

through (1) the use of tools and signs as mediation, and (2) the social interaction of individuals with a more capable individual within the zone of proximal development.

The major concepts of the Zone of Proximal Development (ZPD) and scaffolding are central to social constructivism (Tracey & Morrow, 2012; Vygotsky, 1978). The ZPD is the zone just beyond what a learner can accomplish alone. It has been suggested that students learn best when they were learning in their ZPD (Vygotsky, 1978). Students are challenged within their ZPD to take risks, knowing that the teacher or a peer was available to assist when or if they should need assistance. While working within the student's ability level, the teacher scaffolds the student toward more advanced levels of understanding. The ZPD allowed struggling students to receive support for challenging tasks with the aid of scaffolding. Scaffolding is the support that a more knowledgeable other provides to support the learner in accomplishing tasks. In other words, each child is challenged at his/her own level, which is differentiation. As a teacher, it takes a great deal of knowledge and a deep understanding of the student in order to scaffold instruction. Clay (1991) argued that the teacher must also take into account the task level of difficulty to avoid unnecessary frustration that can easily get in the way of the child's independence. For this study, the theory provided a framework for understanding, explaining the reflections, and adaptations literacy specialists made during literacy instruction.

## **Teacher Metacognition Theory**

The research was guided by the theories of teacher metacognition, or thinking about your thinking, is a term that was introduced by John Flavell in 1976. Baker and Brown (1984) and Brown (1985) who connected the concept of metacognition with reading later built upon Flavell's work on metacognition. Baker and Brown (1984) stated that the knowledge of cognition and the regulation of cognition are key parts of metacognition. Taking this to the context of teachers, it is the knowledge that teachers have about their own cognitive resources, knowledge of the task, and the relationship between the two is what makes up the knowledge of cognition.

Paris, Lipson, and Wixon (1983) argued that there are certain banks of strategic knowledge: declarative knowledge, procedural knowledge, and conditional knowledge when reading. These ideas can be taken to teaching literacy as well. Declarative knowledge as Paris et al. (1983) described is the knowledge of "what" or the content. Teaching literacy, it would be the general knowledge of literacy. Procedural knowledge is the knowledge of the process to implement the learning, or the "how." An example of a procedural question would be: How do I teach contractions to second graders? This is pedagogical knowledge. The third type of knowledge is conditional knowledge, or the when and where to apply knowledge. Example: being able to pick up on the understanding that learning has broken down and then making a change or adaptation in the lesson or activity to reinforce the learning objective. These ideas reinforce that

teachers are strategic as they apply instruction, solve problems, and adapt their thinking to adjust teaching to specific student needs (Duffy, Miller, Parsons, & Meloth, 2009).

Teacher metacognition refers to the ways teachers engage in complex mental activities as they monitor students and regulate their own thinking during instruction (Bransford et al., 2005a). Teacher metacognition theory provides a lens for studying teacher adaptations due to the emphasis of thinking about and regulating one's thinking as teachers monitor the complex classroom and adjusts instruction accordingly (Duffy, 2005; Duffy et al., 2009; Lin et al., 2005).

### **Adaptive Expertise**

Another framework that guided the research and the understanding of the process of teacher learning was the concept of adaptive expertise (Hatano & Inagaki, 1986). Adaptive expertise is described as, “performing procedural skills efficiently, but also understanding the meaning and the nature of their object” (Hatano & Inagaki, 1986, p. 263). This seminal study in the area of adaptive expertise, distinguishes between two types of expertise: routine and adaptive. Routine experts seek knowledge to become more efficient with a core set of skills, and adaptive experts seek to revise and expand their knowledge based on new learning (Bransford, Derry, Berliner, & Hammerness, 2005; Hammerness, Darling-Hammond, & Bransford, 2005; National Research Council, 2000). This conceptual understand creates the balance of these two processes that defines adaptive expertise. Adaptive expertise will be explored in depth in Chapter Two.

### **Purpose of the Study**

The purpose of this descriptive qualitative case study was to explore and describe the decisions and adaptations that literacy specialists make before, during, and after literacy instruction. The research questions that guided the study were: 1) What adaptations and decisions are literacy specialists making before, during, and after literacy instruction to advance student growth, and knowledge? 2) What contributed to literacy specialists' adaptations and decision making before, during, and after the instruction of a literacy lesson? 3) How did literacy specialists perceive their adaptations and decisions?

### **Significance of Study**

Although thoughtfully adaptive teaching has its roots in the works of John Dewey (1933), the research on adaptive teaching is in its infancy. Studies done by other researcher have focused primarily on classroom teachers. This study's focus was examining the literacy specialists' adaptations and reflections during literacy instruction. Examining literacy specialists' adaptations and reflections can provide insight into how and why a teacher might adapt his/her literacy instruction. Findings from this study could encourage a dialogue amongst literacy specialists, classroom teachers, and administrators on ways to address future professional learning of adaptive teaching.

### **Definitions**

There are a variety of terms used regarding adaptive teaching, adaptive expertise, and literacy specialists. To better understand the use of these terms for the purpose of this study, definitions are provided below to aid understanding.

*Adaptive Expertise:* Being able to adapt instruction to the needs of the learner (Darling-Hammond & Bransford, 2005).

*Adaptation:* An adaptation is “defined as a teacher action that was a response to an unanticipated student contribution, a diversion from the lesson plan or a public statement of change” (Parsons, 2012, p. 150).

*Adaptive Instruction:* see adaptive teaching.

*Adaptive Teaching:* “a teacher action that (a) was non-routine, proactive, thoughtful, and invented; (b) included a change in professional knowledge or practice; and (c) was done to meet the needs of students or instructional situations” (Parsons et al., 2010, p. 222).

*Decision Making:* Shavelson (1983) refers to decision making or “pedagogical thinking” as “*the*” basic teaching skill, especially in course of the actual teaching process (p. 251).

*Effective Teachers:* knowledgeable professionals who are flexible, responsive and adaptive (Anders et al., 2000; Gambrell, Malloy, & Mazzoni, 2007, 2011; Hoffman & Pearson, 2000).

*Instructional Decision Making:* see decision making.

*Literacy Specialist:* also can be called a reading specialist, reading interventionist or literacy interventionist; the primary role of a literacy specialist is an instructional one,

predominantly working with students who are experiencing difficulties with reading and/or writing (International Literacy Association, 2015). These specialists typically have advanced degrees and training in the area of literacy.

*Metacognition*: “the awareness and regulation of the process of one’s thinking” (Flavell, 1987).

*Metacognitive Decision Making*: the process of drawing attention to, reflecting on and evaluating planned and in-the-moment teaching decisions in an effort to empower and encourage responsive teaching (Griffith, Bauml & Quebec-Fuentes, 2016).

*Pedagogical Content Knowledge (PCK)*: defined as “subject matter knowledge for teaching”, (Shulman, 1986, p. 9). PCK is a specialized type of subject matter in which teachers utilize to help students develop understanding of content (Wilson, Shulman & Richert, 1987).

*Reflection/Reflective Practice*: the active and careful consideration of beliefs and practices, based on reasons for support and forethought of consequences (Dewey, 1933; Schön, 1983). Reflection involves more than logical and rational problem solving processes, but is rather a holistic approach to being a teacher, involving intuition, emotion and passion about one’s practices (Greene, 1986). Colton and Sparks-Langer (1993) describe “four attributes – efficacy, flexibility, social responsibility and consciousness, which drive the reflective teacher to engage in the decision-making process” (p. 50).

*Struggling Readers:* student readers who are receiving specialized instruction from a literacy specialists. These students are typically not performing at grade level expectations in literacy based on formal and informal assessments.

*Teacher Decision Making:* see decision making.

### **Conclusion**

Literacy specialists are at the front line of working with struggling students in the areas of literacy. How and why these highly educated and specially trained teachers adapt their instruction is important to furthering the knowledge of what effective teachers do. With this understanding, we can move forward in identifying what next steps are needed to encourage reading specialists and classroom teachers to start being more reflective with their practice and more adaptive with their instruction.

Throughout this chapter, I argued the literacy specialist is a population that has not been studied as of yet and can provide a great wealth of knowledge and enhance our teaching profession like the research on classroom teachers has begun to do. I have also argued that the theoretical frameworks of social constructivism (Dewey, 1933), metacognition theory (Flavell, 1976), and adaptive expertise (Hatano & Ingnaki, 1986) will help to frame and understand the adaptations that literacy specialist make during literacy instruction. In the next chapter, I address the literature that shaped this proposed study.

## CHAPTER II

### REVIEW OF THE LITERATURE

In this study, I explored the adaptive teaching moves of literacy specialists during literacy instruction. The review of literature that is relevant to the study is divided into five sections. The sections are a) adaptive expertise, b) metacognition, c) reflection, d) literacy specialists, and e) response to intervention (RTI) model.

Researchers have well documented that teachers make numerous decisions throughout the instructional day (Bransford et al., 2005a; Parsons & Vaughn, 2013). Clark and Peterson (1986) found that teachers face the challenges of decisions about every two minutes during interactive teaching. These fast-paced decisions have real consequences in the classroom.

I think that Allen, Matthews and Parsons said it best, “If teachers are to meet the needs of all of their students, then they must be able to make sound instructional decisions that allow students to learn and develop” (2013, p. 115). In order for teachers to make those “sound instructional decisions,” teachers need to be able to think about the decisions that are made to enhance student learning.

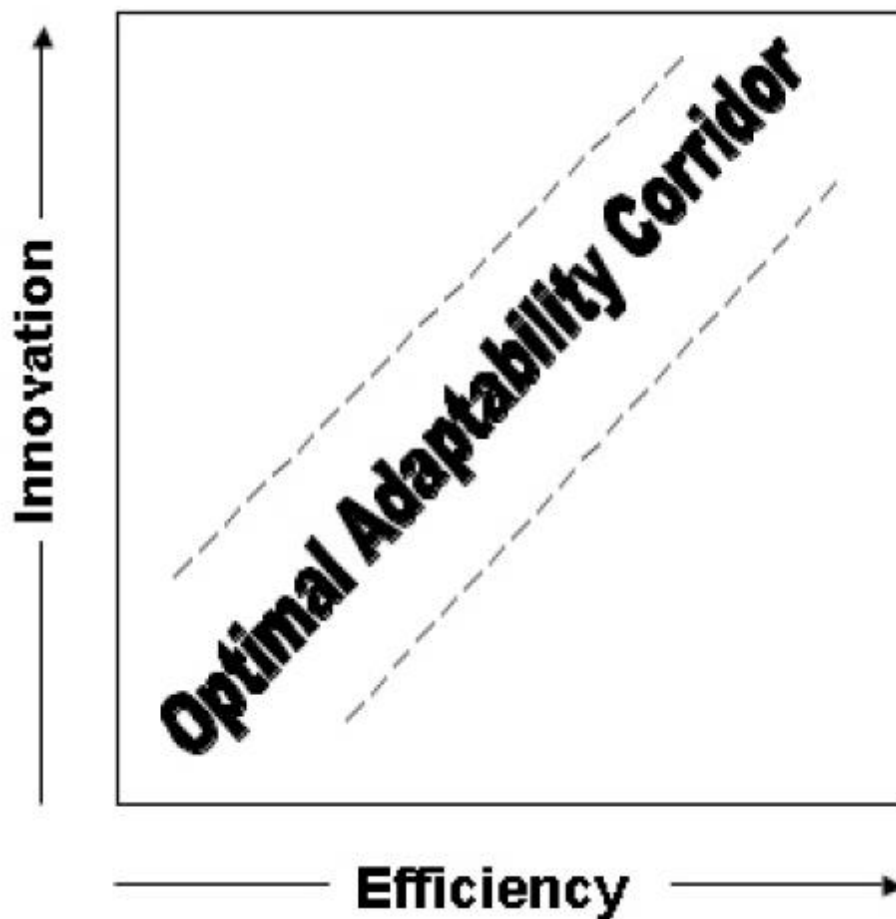
#### **Adaptive Expertise**

There is a general consensus among researchers that suggests effective teachers adapt their literacy instruction to move learning forward in complexity of classroom

instruction and to meet the needs of diverse learners (Anders et al., 2000; Darling-Hammond & Bransford, 2005; Corno, 2008; Gambrell et al., 2007, 2011; Hoffman & Pearson, 2000; Pearson, 2007, Snow et al., 2005; Williams & Baumann, 2008). This ability has been referred to as *reflection-in-action* (Schön, 1983), *improvisation* (Borko & Livingston, 1989; Sawyer, 2004), *adaptive metacognition* (Lin et al., 2005), *teacher decision making* (Clark & Peterson, 1978), *adaptive expertise* (Bransford et al., 2005a) and *responsive elaboration* (Duffy, Miller, Kear, Parsons, Davis & Williams, 2008). The daily happenings in a classroom cannot be entirely preplanned and therefore, teachers must be able to improvise to the unpredictability. Darling-Hammond and Bransford (2005) described *adaptive expertise* as the pinnacle of teacher development.

Research on adaptive expertise descends from the work of Hatano and Inagaki (1986), who proposed two theories of expertise: adaptive expertise and routine expertise. Adaptive expertise is described as, “performing procedural skills efficiently, but also understanding the meaning and the nature of their object” (p. 263). This understanding is additionally characterized as the ability to explain why a procedure is effective. Hatano and Inagaki (1986) go on to describe routine expertise as the efficient exercise of effective procedures; however, effectiveness is contingent upon a stable context because the routine expert does not understand why a procedure is effective. In other words, the routine experts lack the why and therefore if the context were to change, he/she would not be able to adapt. Hatano and Inagaki commented that routine experts are called “experts” because they demonstrate effective practice- as long as the context is stable.

Schwartz, Bransford, and Sears (2005) conceptualized adaptive expertise as a balance between innovation and efficiency, where innovation can be likened to adaptiveness. Adaptiveness is the feature of adaptive expertise that characterizes an expert's response to atypical elements in a problem. The adaptive experts evaluate an element's influences on the desired outcome and make an appropriate shift in response. Efficiency represents the aspect of adaptive expertise when an expert exercises the same level of evaluation as in adaptiveness but deems the appropriate response to be one he/she has applied and sharpened in prior experience. In adaptive expertise, an understanding of why a response is or is not effective, supports reflection. It has been suggested that an Optimal Adaptability Corridor (OAC) is what Hatano and Inagaki (1986) called "adaptive expertise" (Schwartz et al., 2005). In this study, I am focusing on the innovation side of the axis (see Figure 1.1).



*Figure 1.1: Balancing efficiency and innovation in learning*

### **Adaptive Teachers**

Bransford, Darling-Hammond, and LePage (2005) assert, “On a daily basis, teachers confront complex decisions that rely on many different kinds of knowledge and judgment and that can involve high-stakes outcomes for student futures” (p. 1).

Successful teachers have been described in the literature as thoughtfully adaptive (Duffy, 2002), as having adaptive expertise (Bransford et al., 2005a), as displaying disciplined

improvisation (Borko & Livingston, 1989; Sawyer, 2004), as possessing adaptive metacognition (Lin et al., 2005), or as thoughtful opportunists (Anders et al., 2000). Effective or good teachers have been described as having adaptive metacognition or responding to a teachable moment metacognitively (Lin et al., 2005). These teachers are more prepared to learn from new situations and to think deeply before reacting.

Parsons and Vaughn (2016) argued that adaptive teachers must possess a variety of knowledge (pedagogy, students, content, instructional visions), be open minded (able to solve a problem creatively), and be reflective upon practices. Shulman (1986, 1987) described his perspective of teacher knowledge in terms of categories of knowledge base: content knowledge, pedagogical content knowledge, curricular knowledge, and knowledge of learners. Shulman discussed content knowledge that

teachers must not only be capable of defining for students the accepted truths in a domain. They must also be able to explain why a particular proposition is deemed warranted, why it is worth knowing, and how it relates to other propositions, both within the discipline and without, both in theory and in practice (Shulman, 1986, p. 6).

In other words, content knowledge goes beyond just the basic facts and concepts, but requires that the teacher not only be able to explain concepts, but to know why is it a certain way.

A second kind of knowledge is pedagogical content knowledge. Pedagogical content knowledge goes beyond the knowledge of subject matter and directly to the

knowledge of teaching. Shulman suggested that pedagogical content knowledge is “the ways of representing and formulating the subject that make it comprehensive to others” (1986, p. 6). In other words, what examples, analogies, explanations, preconceptions, misconceptions, various strategies, and level of difficulty of commonly taught topics. The third type of knowledge is curricular knowledge. Curricular knowledge is the knowledge of the curriculum, programs, subjects and topics as well as the instructional materials available in relation to the curriculum and programs. Curricular knowledge is not limited to just one grade level subject area, but also the vertical alignment of the knowledge a student will come in with (previous grade curriculum) and what the student needs to master (next grade curriculum). Knowledge of the learner is the knowledge of the learner and their characteristics (Shulman, 1987). In other words, this could be knowledge of the learner’s strengths, needs, personality, or what would motivate a learner (Griffith & Lacina, 2017).

Professional learning communities also play a role for adaptive teachers. A study conducted by Griffith, Massey and Atkinson (2013), looked at two teachers with similar reported beliefs, and identified as exemplary teachers who demonstrated strong abilities to be thoughtfully adaptive in their graduate reading education courses. One of the findings from the study suggests that ongoing professional learning matters in the ways teachers make decisions. One participant who continued in professional learning made more student centered decisions as opposed to the other participant who did not receive any ongoing professional learning or coaching. Both teachers were clearly celebrated and

respected in the school setting, but the difference in self-questioning and articulation of decisions as apparent (Griffith et al., 2013).

Snow, Griffin, and Burns (2005) looked at the knowledge of teachers at different points in their development. Snow et al. argue that teachers move through five levels of knowledge throughout their career development levels. Snow et al. were able to characterize these categories by looking at the different types of knowledge that was demonstrated at each level. The five levels of knowledge are declarative, situated procedural, stable procedural, expert adaptive, and reflective knowledge. The two levels of knowledge that most directly apply to this study are the expert adaptive and reflective knowledge. Expert adaptive knowledge is a characteristic of an experienced teacher, who would be expected to be able to deal with a variety of instructional challenges, identify problems, and seek out researched based solutions. Adaptive teachers have the experience and knowledge base to make instructional decisions in response to unanticipated situations (Snow et al., 2005). Reflective knowledge is a characteristic of a master teacher that has enough experience to analyze multiple inputs of information and make decisions about curriculum and instruction. Snow et al. (2005) argued that the quantity and complexity of declarative and practical knowledge teachers need to be successful in teaching reading is so vast, that it cannot be mastered in a brief amount of time. Experience in teaching as well as strong levels of knowledge contribute to adaptive teaching.

Another aspect of adaptability may include teacher visioning. It has been suggested that effective teachers have vision for their instruction (Duffy, 2002; Fairbanks et al., 2010; Parsons & Croix, 2013; Vaughn, 2015). Teachers with vision are more likely to provide effective instruction because “they are able to create a coherent curriculum that is responsive to the needs of students” (Darling-Hammond, et al., 2005, p. 177). For instance, some studies have been done by teacher educators working with preservice teachers to promote visions and a reflective framework of thought. Turner (2006) worked with pre-service teachers and had them write down their vision of culturally responsive teaching. Turner found that the statements of vision were purposeful and included instructional actions. These pre-service teachers also noted how difficult it was to move from visioning to achievement with instruction. Fairbanks et al. (2010) proposed four perspectives, one being teacher visioning as to why some teachers are more adaptive than others. The study looked at teacher candidates with similar knowledge bases and shared experiences and suggest that belief based personal practical theories, vision, belonging and identity are perspectives that helped teachers to develop self-knowledge and a sense of agency in addition to the development of professional knowledge. In other words, being aware of one’s beliefs and theories about learning, a vision to guide practice, a sense of belonging to a professional community and ways of imagining and enacting identities consistent with those beliefs can be more adaptive (Fairbanks et al., 2010).

A few studies done with in-service teachers were found to have similar outcomes, but with an important twist. Vaughn and Faircloth (2011) and Vaughn and Parsons

(2012) also had teachers write down their vision statements and they also noted the difficulty of moving their vision into achievement with instruction, but these in-service teachers were more able to negotiated the obstacles so their visions could be enacted. Although visioning will not be an aspect of the proposed study, Vaughn (2015) suggested that more attention on the link between adaptive instruction and teaching visioning is a much needed to better understand adaptive expertise.

Instructional adaptability has been described as a characteristic of effective teachers (Allington & Johnston, 2002; Parsons et al., 2010; Parsons et al., 2011; Pressley, Allington, Wharton-McDonald, Block & Morrow, 2001). Pressley, Allington, Wharton-McDonald, Block & Morrow (2001) conducted a study working with effective first grade teachers and identified adaptability as a characteristic. Pressley et al. also stated that “rather than adapt children to a particular method, teachers adapted the methods they use to the children with whom they were working with at a particular time” (p. 208).

### **Adaptive Teaching**

Adaptive teaching (or adaptive instruction) has been described different ways in the literature: teacher decision making (Clark & Peterson, 1978), responsive elaboration (Duffy & Roehler, 1987), adaptive expertise (Bransford et al., 2005a), adaptive metacognition (Lin et al., 2005), and as wise improvisation (Little et al. 2007). The common concept between these different descriptors is that teachers are metacognitive when responding to teachable moments. In this study, I viewed adaptive instruction as “a teacher action that (a) was non-routine, proactive, thoughtful, and invented; (b) included

a change in professional knowledge or practice; and (c) was done to meet the needs of students or instructional situations” (Parsons, et al., 2010, p. 222).

Classrooms are complex places. Most efficient teachers have the insight and ability to shift focus of instructional direction based on cues from students or educational situations. Corno and Snow (1986) distinguished two levels of adaptive teaching: macro and micro. Macro adaptations are large-scale instructional adjustments that are made based on information. Micro adaptations are adaptations made within the moment-by-moment occurrences in the classroom.

Researchers continue to associate thoughtfully adaptive teaching with effective literacy instruction that fits the particular needs of students (Duffy et al., 2008; Vaughn, 2015). However, a few studies have suggested that adaptive teaching is uncommon during classroom instruction due to strict adherence to prescribed curriculum and pacing guides (Coburn, Pearson & Woulfin, 2011; Nichols & Valenzuela, 2013). The University of North Carolina at Greensboro established a Thoughtfully Adaptive Teaching (TAT) project in 2006 to study the in-the-moment adaptations and some parts of the study are currently running. This is a long-term study where 51 teachers in the elementary setting (pre-service and in-service) were studied during reading instruction. The researchers suggested that minimal thought was attributed to the adaptations that were made and believe it was because teachers worked under restrictive mandates. Highly prescriptive reading programs can limit the adaptive opportunities and types of adaptations during instruction.

Types of task during instruction seem to have influence on adaptations. It has been suggested by Parsons in his 2012 study that teachers adapt their instruction more frequently in open-ended tasks (where the student has choice and are allowed to frame the problem and design a solution) and less frequent in closed tasks (either the task or the teacher indicated the information). The findings from the Parsons (2012) study are to be considered with caution because of the unique setting of the particular study. Hoffman and Duffy (2016) made a similar suggestion that when teachers are teaching more open content areas, where there were fewer restrictions, teachers were observed making higher number of adaptive decisions and the quality of the adaptations increased. These two studies align with other educational research that supports the use of open-ended, student centered literacy tasks (Parsons & Ward, 2011; Pearson, Cervetti & Tilson, 2008).

In this section, I argued that adaptive teachers rely on various types of knowledge during instruction. That knowledge during instruction is what makes it possible for adaptive teachers to shift direction of teaching based on student thinking and feedback. Next, I discuss the area of metacognition and how it applies to the framework of adaptive expertise.

### **Metacognition**

Metacognition, or the awareness and regulation of the process of one's thinking (Flavell, 1987), has been recognized as a critical component to successful student learning (Brown, Bransford, Ferrara & Campione, 1983; Hacker et al., 1998; Lin et al., 2005; Pressley, Etten, Yokoi, Freebern, & Meter, 1998). Conventionally, metacognitive

instruction is often used to help learners monitor and control the effectiveness and accuracy of their own understanding and problem solving behavior in a particular subject matter. In reading instruction, student metacognition is an important part of self-monitoring for decoding, and understanding meaning or comprehending the text in fairly routine ways. Like students, teachers need to monitor their thinking and must be strategic when they attempt to solve a problem. Teachers also have additional complex tasks of promoting learning, differentiating lessons, classroom management, and much more (Zohar, 2006). The importance of teachers' metacognitive thinking regarding instructional decisions is high in order to differentiate instruction.

The foundational ideas of metacognition have been labeled differently by researchers in literature. For instance, Paris and Paris (2001) used the term self-regulation to describe "autonomy and control by the individual who monitors, directs, and regulates actions toward goals of information access, expanding expertise, and self-improvement" (p. 89). The term self-regulation, as it is defined in Paris and Paris's work, has many commonalities and subtle differences to metacognition. Another example is the terms metacognition and reflection. In order to think about one's thinking (Flavell, 1976), one must reflect upon their thinking (Baker, 2002, 2008). Risko, Roskos and Vukelich (2005) suggested that reflection and metacognition are "overlapping constructs" (p. 317). Risko et al. point out that the characteristics of self-regulation and self-monitoring requires teachers to think about their thinking and ask questions about their understandings.

Therefore, they are reflecting on their thinking. It is difficult to discuss metacognition because different terms have been used in research to identify similar characteristics.

Also, the term “adaptive metacognition” has been used to describe metacognitive teaching (Lin, 2001). Lin stated that teaching is metacognitive because a teacher must think and adapt instruction based on unpredictable situations (Lin et al., 2005). Finally, Flavell (1976) suggested that the concept of teachers thinking about their thinking provides a lens for studying how and why teachers adapt their instruction.

I have argued that metacognition, or the “awareness of your thinking” (Flavell, 1976), is an important aspect of adaptive instruction. Another aspect is reflection, which will be discussed in the next section.

### **Reflection**

Reflection plays a very important role in improving teacher instruction. In the extensive literature review conducted by Tsangaridou and Siedentop (1995), they suggested that the definitions of reflection have their roots grounded in the works of Dewey (1933), Van Manen (1977), and Schön (1983, 1987). Dewey (1933) originally defined reflection in his work *How We Think*. Dewey defined it as the “active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends” (p. 9). Dewey (1933) described two types of teacher action: routine and reflective. Dewey defined routine actions as those actions that are impulsive or that a teacher engages in because of routine experiences or expectations. Dewey (1933) defined reflective actions as actions

taken after careful consideration. Teachers who engage in reflective actions have an open mind, be a risk taker, and consider alternate possibilities and be willing to put those ideas into place.

Van Manen (1977) considered reflection as having three distinct levels. In the first level of reflection, the teacher considers the attainment of a set goal. In the second level of reflection, the individual analyzes and clarifies meaning, assumptions, actions, perceptions, beliefs, and ideas that influence actions. Van Manen considered the third level, the highest level of reflection. In this level educators consider the ethical, moral, and political ramifications associated with teaching and learning.

In the 1980s, Schön (1983, 1987) described how professionals, including teachers, reflected on their practice and proposed two theories of reflection a) reflection-on-action and b) reflection-in-action. Reflection-on-action occurs when the individual recreates a prior contextual situation and then analyzes the actions and decisions made within that context (1983). In other words, reflection-on-action is the thinking that teachers do after a lesson. Reflection-in-action involves making adjustments and changes while in the course of the activity, based on information that is gathered when participating in the activity (1983). In other words, the reflection is in real time as teachers teach the lesson. Schön's perspective suggested that teachers, while teaching, constantly monitor their instruction and their students' learning, making adjustments as they are needed.

Even 30 years later, researchers are still noting the importance of Schön's theory of reflection-in-action (Zeichner & Liston, 2014). Schön also wrote in his 1983 works the

idea that the more a practice becomes repetitive and routine, the more likely it is that the teacher will miss out on important opportunities to think about why and what actions are taking place. In other words, through the experience of teaching, teachers build up background knowledge and anticipate situations associated with everyday classroom practice. Some of these situations can become routine, and therefore repetitive, eliminating the opportunity to think about what he/she is doing.

Dewey's description of reflection has undergone much interpretation in how it is applied to teaching, where the idea of reflection has been used to describe what occurs in the minds of effective teachers. Valli (1997) seemed to capture the spirit of Dewey's words when she described reflective teachers as teachers who "can look back on events, make judgements about them and alter their teaching behaviors in light of craft, research, and ethical knowledge" (p. 70). Valli (1997) also conducted an extensive review of literature on reflective teaching and identified five different types of reflection: technical reflection, reflection in and on action, deliberative reflection, personalistic reflection, and critical reflection. Valli (1997) described that the technical reflection helps teachers judge their own teaching performance based on outside criteria. For example, new teachers would have knowledge on general instruction and behavior management (when to reteach, wait-time, time-on-task, student engagement). The quality of the reflection at this level depends on the teacher's knowledge of the ideas behind the indicators and their abilities to match their teaching to that knowledge.

Valli's (1997) concept of reflection in action and on action came from Schön's (1983) work. Reflection-on-action is the thinking that a teacher does after a lesson has been taught. Reflection-in-action is the moment-to-moment decisions made spontaneously during the act of teaching. The content for reflection comes from the teacher's individual experiences (values, beliefs, contexts, and students). The quality of the reflection comes from the teachers' abilities to make and then to understand and justify decisions based on their own experiences. Deliberative reflection is described as the reflection with multiple voices and perspectives. It is all of these different viewpoints combined together, conflicting or not, is what the teacher needs to make the decision from. The quality of the deliberative reflection is weighted by a teacher's ability to weigh the different options and give a good reason for the selection. Personalistic reflection centers the ideas of personal growth and relational issues for the context of the reflection. A teacher reflecting in this way will link their professional life and personal life together. The quality of the personalistic reflection would depend on a teacher's ability to empathize.

The last of Valli's (1997) reflection distinctions is critical reflection. The aim of critical reflection is not just to reflect and understand disadvantage groups, but also working to improve the group's quality of life. The quality of teacher reflection is determined by the teachers' ability to apply and examine goals as they apply to the moral and ethics of schooling. Valli (1997) also noted that each type of reflection is not without its shortcomings and problems.

Reflection involves more than logical and rational problem solving processes, but is rather a holistic approach to being a teacher, involving intuition, emotion, and passion about one's practice (Greene, 1986). Colton and Sparks-Langer (1993) distinguished four attributes: "efficacy, flexibility, social responsibility and consciousness, which drive the reflective teacher to engage in the decision-making process" (p. 50).

There have been several research studies that indeed suggest that teachers are reflective. For example, Vaughn (2015) studied how the role of teacher visioning played in instructional adaptations during literacy instruction. Vaughn's findings not only supported the claim that teachers are reflective, but also highlighted some ways in which teachers are reflective (Vaughn, 2015). Similarly, Duffy et al. (2008) studied how teachers adapted their literacy instruction and their reflections on their adaptations. Duffy et al. (2008) suggested a distinction between "adaption" and "reactive response" by studying the differences between the actions that require substantial thought, and the actions that are routine or automatic. Duffy et al. also suggested that not all spontaneous teacher decisions are equal.

Seth Parsons, Margaret Vaughn, and colleagues have teamed up and conducted several different studies on adaptive expertise that also support the idea that teachers are what Schön referred to as "reflective-in-action" (Duffy et al., 2008; Duffy et al., 2009; Parsons, 2010, 2012; Parsons, Williams, Burrowbridge, & Mauk, 2011; Parsons & Croix, 2013; Parsons et al., 2010; Parsons & Vaughn, 2013, 2016;). For example, Parson (2012) studied two teachers and the adaptive teaching during literacy instruction in a third grade

setting. Parsons (2012) suggested that the teachers adapted their literacy instruction in a variety of ways which ranged from minor adaptations (omitted an activity) to substantial (stopped to restructure the lesson). The teachers also were monitoring student progress and adapting their instruction accordingly, demonstrating metacognition while teaching. Throughout many of these studies, the terms reflection, reflective practice, and metacognition are difficult to tease out because as they are defined, generally reference the same principles.

A fundamental question to ask is how do teachers develop reflective practices? This question has been asked by many different researchers and theorists alike. It has been suggested that it is the combination of thought and analysis with action-in-practice that enables teachers to ask and answer critical questions about their teaching (Schön, 1983). It is in these practices, that teachers can be lead toward more reflective practices, adaptive expertise, and real-time enactment of pedagogical content knowledge (Shulman, 1986; Bransford et al., 2005b). Dewey (1933) stated that reflective thought provides a space for thinking deeply about the events of teaching interactions, identifying needs and considering adaptations, all with the important goals of improved student learning. The pure complexity of reflection makes it difficult to nurture and teach.

I have described the role of reflection in adaptive expertise and how a teacher can reflect on his/her practice. I also described the different aspects of reflection and highlighted a few studies regarding reflection and adaptive expertise. In the next section, literacy specialist will be discussed in regards to adaptive expertise.

## **Literacy Specialists**

In the field of education, the literacy specialist can take on many different roles. Even across my teaching career, the literacy specialist role and title has varied from building to building, district to district, and state to state. Throughout the research, the literacy professionals who serve in similar roles have been defined as reading specialists, reading teachers, reading interventionists, reading coaches, literacy coaches and literacy interventionists.

In its brief and position statement on the multiple roles of specialized literacy professionals, the International Literacy Association (2015, 2017) helped to define the roles of literacy professionals to reflect current thinking and research. The International Literacy Association (ILA) suggested that the reading/literacy specialists' role is "primarily responsible for planning, teaching, and evaluating instruction for students having difficulty with reading or writing at all levels (pre-K-12) and work collaboratively with classroom teachers." ILA goes on to describe literacy coaches as mainly working with classroom teachers to improve classroom literacy instruction. This could involve coaching individual and/or groups of teachers, organizing schoolwide literacy programs, developing curriculum, and taking a role as a literacy leader. ILA also asserts that often these roles overlap with responsibilities but emphasized the professional qualifications needed to be effective in each role. According to ILA (2010, 2017), literacy specialists generally have prior teaching experience as well as graduate degrees or at least 24 graduate credit hours in reading, language arts, and related courses. For this study, the

literacy specialists being referenced are the teachers who work with struggling students in the elementary school setting as any part of his/her role.

A current trend in U.S. schools with large numbers of readers who struggle is to employ reading/literacy specialists to remediate instruction. Because reading specialists must develop deep knowledge about the reading process and high quality reading and content instruction (Topping & Ferguson, 2005), specialists can play a critical role in school reform and help teachers by providing a greater level of reading expertise, demonstrating effective teaching, planning and organization “on the run,” and reflecting on their own instructional practice (Dole, 2004). However, a study conducted by Bean et al. (2015) did a national survey of specialized literacy professionals and explored the different roles and responsibilities for the literacy professional. Compared to Bean, Cassidy, Grument, Shelton and Wallis’s 2002 results, the 2015 results suggested that the current trend for literacy professional roles are changing with an emphasis on leadership, and the specialists require more in-depth preparation to handle the leadership demands their positions require. In the 2002 study, approximately 90% of the respondents held a reading specialist certificate, as opposed to the current study of 53%. It is suggested that the decline of certified teachers currently in the role of a specialist could be that a reading certificate may not be viewed as essential for the coaching role, despite evidence of the importance (L’Allier, Elish-Piper, & Bean, 2010). Also, some other suggestions from Bean et al. (2015) are that most respondents felt they were prepared to handle instructional and assessment tasks, but not to serve as leaders or to work with adults. This

study highlights that the role of a literacy specialist is changing and the need for ongoing professional learning is a need (Bean et al., 2015).

Research centered on the role of a literacy specialist and adaptive expertise is scarce. The majority of the research found has a focus on developing adaptive expertise during literacy in pre-service programs and/or teachers (Anthony, Hunter & Hunter, 2015; Griffith et al., 2016; Soslau, 2012), on classroom teachers (Allen et al., 2013; Parsons, 2010, 2012; Parsons et al., 2010; Parsons & Vaughn, 2013; Vaughn, 2015; Vaughn & Parsons, 2013; Vaughn, Parsons, Burrowbridge, Weesner & Taylor, 2016), or both (Duffy, 2005; Duffy et al., 2008; Parsons & Croix, 2013).

One study conducted that specifically addressed certain qualities that an adaptive expert should hold with the population of the literacy specialist. Hayden, Rundell, and Smyntek-Gworek (2013) studied 13 reading specialists' written reflections of their time teaching in a reading clinic. Hayden et al. argued that there are certain qualities that an adaptive expert holds. They are: (a) ability to evaluate problems from multiple points of view; (b) ability to gather objective data; (c) ability to evaluate from an unbiased, third person stance; (d) ability to adapt instruction based on evaluation of data; and (e) ability to reflect on outcome of the adaptation again in the third person (p. 405-407). This study added to the research by identifying these qualities of reflective literacy specialists, which is a nuance of adaptive expertise.

Block, Oakar, and Hurt (2002) conducted a study to create a descriptive database of pre-school to grade five teaching expertise. In Block et al.'s study, they used

qualifications set forth by ILA to determine highly effective teachers, which included reading specialists and coaches. Block et al.'s research added to the body of knowledge concerning the complexities of teaching expertise, by demonstrating that 44 categories of expert behaviors are grade specific. Even though this research discussed teacher expertise, it did not cover individual teaching adaptations or adaptive expertise.

The literacy specialist's role has changed and evolved over the years. With that, I highlighted the role and the importance of using every moment while working with struggling readers to advance literacy learning to grade level expectations. I described a few studies that have engaged in the area of adaptive expertise and the literacy specialist. In the next section, I describe the response to intervention model that the literacy specialist works within to deliver literacy intervention instruction to struggling students.

### **Response to Intervention Model (RTI)**

The RTI framework is a multitiered system that is typically organized within three tiers of instructional service delivery. Each tier represents a continuum of prevention and intervention, with the nature of the intervention becoming more intensive at each tier (Vaughn & Fuches, 2003). For the purpose of this study, the beginning level of the multitiered system begins with high-quality classroom instruction and universal screeners (Tier 1), which lead to a more targeted intervention instructional setting in frequency and assessments (Tier 2), and students who have not responded adequately to the previous intervention will receive intensive intervention and assessments (Tier 3).

RTI has been adopted as a school service delivery model in many school districts across the country. Although they share the same goal of providing support for struggling readers, RTI systems may differ in a variety of ways. The literacy specialists in this study both work within the RTI framework, but it looks different in each setting. The differences include the number of tiers, the types of interventions being used, and the personnel who deliver the interventions (Fuchs & Deshler, 2007). The differences and similarities of each literacy specialist and how they function within the RTI model will be addressed in the individual case study in Chapter 4.

### **Conclusion**

In closing, I discussed the review of the literature that provided a framework for the study. The research base for this study was formed through a thorough investigation of the literature centered in these five essential areas: a) adaptive expertise, b) metacognition, c) reflection, d) the literacy specialist, and e) response to intervention model. Methodologies will be discussed in the next chapter.

### CHAPTER III

#### METHODOLOGY

The purpose of this descriptive qualitative case study was to explore and describe the decisions and adaptations that effective literacy specialists make before, during, and after literacy instruction. The research questions that guided the study are: 1) What adaptations and decisions are literacy specialists making before, during, and after literacy instruction to advance student growth and knowledge? 2) What contributes to literacy specialists' adaptations and decision making before, during, and after the instruction of a literacy lesson? 3) How do literacy specialists perceive their adaptations and decisions?

This information is presented within the following organizational framework: (a) research design, (b) setting, (c) participants, (d) researcher's role, (e) data sources, (f) data collection procedures, (g) data analysis, (h) credibility and trustworthiness, and (i) assumptions.

#### **Research Design**

Qualitative research is exploratory research designed to collect data in the natural setting where the researcher is the key instrument (Creswell, 2014). A qualitative, multiple case study design (Merriam, 1998) was used for my study because it allowed me to explore the instructional adaptations for each literacy specialist in depth. A cross case analysis illuminated the similarities of themes between the multiple cases. Merriam

(1998) stated, “case study is an ideal design for understanding and interpreting observations of educational phenomena” (p. 2). For this reason, qualitative case study was the ideal research design for this study and used to explore and describe the adaptive teaching moves of literacy specialists.

A case study, or an in depth study of a bounded system (Creswell, 2014; Merriam, 1998), was used to explore and describe the decisions and/or adaptations that specialists make before, during, and after literacy instruction. Case boundaries served to focus data collection and facilitate analysis among cases and are: literacy specialists who currently work at the elementary grade level, that have or are currently working toward a master’s degree in literacy, and who currently serve in a specialist role. Each specialist is presented as a case in the study allowing me to focus on each specialists’ adaptations made during literacy instruction. Then I used a cross case analysis to discover common themes. Merriam (1998) suggested that a multiple case design is preferred to a single case design is that “more cases included in a study, and the greater the variation across the cases, the more compelling an interpretation is likely to be” (p. 40).

### **Setting**

The study took place over the 2017-2018 school year at elementary schools in two participating school districts from the northeastern part of Illinois. Two independent school districts gave consent for literacy specialists to participate in the study (see Appendix A).

## **Participants**

Participants in this study included two literacy specialists who met the participant criteria. Data was collected on a total of three participants however, the two participants that were analyzed were the two that were best able to articulate and give reflections for their teaching moves. Each participant will be described in detail in Chapter 4.

Convenience sampling was used to recruit participants. Since convenience sampling is when the researcher selects participants because they are willing and available to be studied (Creswell, 2014), I first looked for willing participants in my own school district who meet the participant criteria. Then, I used snowball sampling to find other participants outside of the school district where I am currently employed. I asked participants recruited through convenience sampling to identify others who meet the criteria to become potential participants (Creswell, 2014).

The criteria for becoming a participant in the study were:

- teachers currently working in an specialist role in the area of literacy,
- who currently work with students grades kindergarten through fifth grade (elementary setting), and
- hold or are currently enrolled to earn a graduate degree in the area of literacy (or related field).

### **Researcher's Role**

I assumed the role of interviewer and non-participant observer during the course of this study. A total of six interviews were scheduled with each participant, one preliminary (get to know you session, teaching background, beliefs), four post observation interview session and one final interview at the conclusion of the study. First, I began data collection by conducting a preliminary interview with each participant to gather background information before observations. Interviewing, as a basic mode of inquiry (Seidman, 2006), will allow a view of participants' choices and decision making processes. The preliminary interview was helpful to illuminate the development of the content and pedagogical content knowledge (Shulman, 1986) of each participant. The post observation interviews allowed a space for the discussion of participants' choices and the decision making processes. Four interviews were conducted with each of the participating specialists following an observation. The follow up interview was conducted at the conclusion of the study for each participant. The follow up interview was used for clarifying any misinterpretations, questions, to further clarify data collected during the study, member check and to share general data on adaptations during lessons.

The second role that I assumed in the study was the role of non-participant observer or what has been referred to as a passive participant observer (Spradley, 1980). I conducted five classroom observations per specialist throughout the study. I assumed the role of non-participant observer as not to interfere with any literacy instruction that occurs during the observation sessions. As a non-participant observer, it was my intent to

observe literacy specialists conducting literacy instruction and record what is happening without interacting with the specialist or the students. Through this mode of observation, I was able to gain insights into the decision making process of literacy specialists.

As a current literacy specialist, I am fully aware of the time constraints that specialists face. I remained respectful and cognizant of their time when participating in the study, including scheduling and conducting interviews and observations.

### **Data Sources**

Several data sources were used to provide rich, thick descriptions. Data sources included: teacher profile tools, artifacts, interviews, observations, background questionnaire, and researcher reflexive journal.

#### **Teacher Profile Tools**

The *Profile for Teacher Decision Making* (Griffith, 2011) is a survey that includes 30 questions related to teachers' beliefs about decision making and fifteen questions about their decision making practices (see Appendix B).

#### **Artifacts**

Artifacts consists of curriculum materials (e.g., teacher lesson plans, reading plan guides, materials distributed to the students, professional learning materials, etc.) and any notes regarding the literacy lesson from the observation. All artifacts collected contain dates, and lessons with which the artifacts coordinate.

## **Interviews**

Interviews were carried out at mutually agreed upon place and time. Six interviews per teacher were conducted (one preliminary, four post observation, and one final). The purpose of the interviews were to discover: 1) What adaptations participants made during the literacy instruction; 2) What knowledge contributed to that adaptation; 3) If the participant perceived the adaptation successful after the instruction was completed. The length of the interviews was no longer than 60 minutes (see Appendices C, D, and E).

An audio recording devices were used during the teacher interview sessions only. No audio or any other recording devices were used during classroom observations. Transcriptions from the digital audio recordings from the initial interview and post observation interviews were completed to help with accuracy of interview data collection sessions. I personally transcribed all transcripts from the study to help deepen my engagement with the data before analysis.

## **Observations**

The purpose of observations was to identify the adaptations that literacy specialists make during instruction. The observations occurred in the teachers' classroom during literacy instruction at a time mutually convenient. Throughout the observations, I positioned myself in the classroom in a non-obtrusive place, yet within range to hear the teacher and students during instruction. I was able to take field notes throughout this time on a personal laptop.

The field notes contained descriptive documentations of the classroom setting and activities during the lesson. I captured as much of the teacher and student language as possible in the field notes by typing word for word. This allowed me to share the specific interaction with the teacher in the post observation interview to deepen the thinking of the adaptation that was made. The purpose of the field notes from the observations was to serve as additional data to support, refute, and triangulate the data gathered from the interviews.

### **Background Questionnaire**

A background questionnaire was provided to the participants to fill in background education, experiences, teaching history, and follow up questions from the initial interview.

### **Researcher Reflexive Journal**

A researcher reflexive journal was kept during the entire research process. The reflexive journal included thoughts regarding research completed, analytic memos, data analysis questions, ponderings, timelines, and documented the different phases and levels of analysis for the study.

### **Data Collection Procedures**

Data collection plans for each interaction with the participants are detailed in Table 3.1. Data collection occurred during the 2017-2018 school year. Times for interviews, observations, and data collection during literacy instruction in the classroom were arranged with each of the participant prior to the data collection session.

Data collection began with the first preliminary interview. I reviewed any questions the participant has regarding the study, confirm the receipt of a signed consent form (see Appendix F) and administered the *Profile for Teacher Decision Making* (Griffith, 2011) with the preliminary participant interview questions (see Appendix D). Near the end of the preliminary interview, mutually agreeable times and dates for the preliminary observation were discussed and scheduled. Communication via email was utilized to schedule, confirm, and remind participants of scheduled interview and observation appointments.

Based upon the specialist's schedule, each observation period lasted long as the specialist is working with one group of students (generally 30-45 minutes). Each specialist post observation interview lasted no longer than sixty minutes. Observational field notes were taken as well reviewing artifacts were used during the classroom observation to know if the literacy specialist was following or making adaptations from the lesson plan. Data collection for classroom observations are shown in Table 3.1.

Table 3.1

*Data Collection Session Overview*

Session	Data Gathered	Data Sources Used
Preliminary Interview	Background information on teaching beliefs, decision making beliefs, personal history in the field of education	Profile for Teacher Decision Making (Griffith, 2011); Preliminary Interview Questions; Audio Recording; Field Notes
Preliminary Observation A	Classroom Routines / Procedures / Familiarity of instruction	Field Notes; Artifacts
Observation 1	Instruction Adaptation Data	Field Notes; Artifacts
Interview 1	In depth reflections of teaching adaptations; clarification	Audio Recordings; Field Notes; Artifacts; Participant Interview Questions: After Classroom Observation
Observation 2	Instruction Adaptation Data	Field Notes; Artifacts
Interview 2	In depth reflections of teaching adaptations; clarification	Audio Recordings; Field Notes; Participant Interview Questions: After Classroom Observation
Observation 3	Instruction Adaptation Data	Field Notes; Artifacts
Interview 3	In depth reflections of teaching adaptations; clarification	Audio Recordings; Field Notes; Participant Interview Questions: After Classroom Observation
Observation 4	Instruction Adaptation Data	Field Notes; Artifacts
Interview 4	In depth reflections of teaching adaptations; clarification	Audio Recordings; Field Notes; Participant Interview Questions: After Classroom Observation
Background Questionnaire	In depth understanding of education background focused	Questionnaire
Final Interview	Further discussion; verify data collected; clarification	Audio Recordings; Field Notes; transcripts; Participant Interview Questions: Follow Up

As soon as possible following the observation, I conducted the post observation interview regarding the teaching adaptations that were made before, during and/or after the literacy instruction (see Appendix E). Majority of the post observation interviews occurred a few hours after the actual observation. Only two post observation interviews were left to debrief to the next day following the observed lesson. Data collection dates for interview and debrief interview schedule are show in Table 3.2. All interviews were recorded with an audio recording device and transcribed myself.

Table 3.2.

*Data Collection Dates*

Data Source	Loretta	Jeanette
Preliminary Interview	11/17/17	11/09/17
Preliminary Observation	11/17/17	11/09/17
Observation 1	11/17/17	11/16/17
Debrief Interview 1	11/17/17	11/17/17
Observation 2	11/27/17	11/29/17
Debrief Interview 2	11/29/17	11/29/17
Observation 3	12/05/17	12/06/17
Debrief Interview 3	12/07/17	12/07/17
Observation 4	12/14/17	12/13/17
Debrief Interview 4	12/14/17	12/13/17
Final Interview	03/20/18	04/11/18

All data collected was downloaded after each interaction with the participant to an external, password protected hard drive and then the recording device was wiped clean as well as an additional backup hard kept at a separate location. External hard drives, hard copies of field notes, interview data, and any other memos and notes or checklists regarding the study were placed in a locked cabinet in my office at the end of the day, or when not being actively reviewed.

The collection of documents and development of field notes served to triangulate the information from the participant interviews. Stake (1995) referred to the most widely used methodological triangulation of document review to “increase confidence in...interpretation” (p. 114). All forms of data collected provided insight into the adaptations that literacy specialists make during literacy instruction and will provide contextual information important to the development of each case.

### **Data Analysis**

The use of cross-case synthesis for data analysis of a multiple-case study is a method commonly used by qualitative researchers. This technique was used to treat each individual teacher as a separate case study yet permit synthesizing the findings across all the teachers or cases in the study.

Data analysis for each case as well as the cross-case synthesis was ongoing and recursive. Merriam (1998) supported this method stating:

Data collection and analysis is a simultaneous activity in qualitative research.

Analysis begins with the first interview, the first observation, the first document read. Emerging insights, hunches and tentative hypotheses direct the next phase of data collection, which in turn leads to the refinement or reformulation of questions, and so on (p. 151).

Data analysis was done in the three distinct phases for this study, taking into consideration the suggested phases of thematic analysis by Braun and Clarke (2006). It is important to note that data analysis is not a linear process of simply following one phase after another. Rather it is more of a recursive process with movement between phases and revisiting phases as needed throughout the entire data analysis process (Braun & Clarke, 2006).

During the phases of coding, I started with the previously established list of codes for adaptations (see Appendix G) that teachers make and their reflections for adapting during literacy instruction (see Appendix H). A team of researchers who used the research literature and previous experiences in studying teacher's adaptations formulate both lists put these lists together (Parsons, 2012).

### **Phase One/Single Case**

In Phase One, I familiarized myself with the data. I read and reread initial interviews, post observation interviews, teacher lesson plans, artifacts, journal entries, and memos to become “familiar with the depth and breadth of the content” (Braun &

Clarke, 2006, pp. 87). During this phase, I took notes and marked ideas with previously documents codes.

### **Phase Two/Single Case**

During Phase Two, data collected from classroom observations and transcribed interviews were coded as they pertain to adaptive teaching. Coding one teacher's data at a time, I began to code with a priori codes from Parsons (2010) suggested list of codes (see Appendices G and H). Open codes were added as needed to label data units not coded by the a priori codes. Codes were analyzed and organized into particular themes, along with any additional data that supports that theme. Then, as the themes emerged, they were reviewed and refined. Themes will be reviewed for coherent patterns and adjustments can be made to create a new theme or modify existing themes.

### **Phase Three/Cross Case Analysis**

During Phase Three, all data was synthesized from each case through re-reading and revisiting each phase to examine how they relate to each other as well as the relationships and dynamics between them. This was the “define and refine” phase where “the ‘essence’ of what each theme is about and to determine what aspect of the data each theme captures” (Braun & Clarke, 2006, pp. 92). The synthesis of data provided me a way to think deeply about significant themes that emerged through the study as well as recognize findings not only in a single case, but across the cases.

## **Credibility and Trustworthiness**

Establishing credibility and trustworthiness is of the upmost importance to qualitative research and are quality indicators of case study research. Margot Ely conveyed that for a qualitative research study to be trustworthy:

The entire endeavor must be grounded in ethical principles about how data are collected and analyzed, how one's own assumptions and conclusions are checked, how participants are involves and how results are communicated. Trustworthiness is, thus, more than a set of procedures. To my mind, it is a personal belief system that shapes the procedures of process (Ely, 1991, pp. 93).

The trustworthiness of this study was guided by the principles and characteristics of Creswell (2007), Lincoln and Guba (1985) and Merriam (1998). The principles and characteristics that apply to the current study are prolonged engagement, triangulation, using thick, rich descriptions, peer debriefing, member checking, and researcher biases.

### **Prolonged Engagement**

Credibility was established through the extended amount of time of observation and interaction with the participants through prolonged engagement. This study took place over several months, with classroom observations and interviews are considered.

### **Triangulation**

Triangulation was accomplished through multiple data sources (Creswell, 2007; Lincoln & Guba, 1985; Merriam, 1998). Data sources will include the *Profile for Teacher*

*Decision Making* (Griffith, 2011) responses from each participant, the field notes taken during the lesson observations, teacher lesson plans, artifacts, and transcripts of the debriefing interviews following each observations.

### **Audit Trail**

In efforts to keep an organized audit trail as shown in Table 3.3, the data source is cited in a way that provides a reference to its location in the data pool (participant name, followed by lesson number, document type, with corresponding line numbers where the source can be located in the transcripts. Ex. Loretta, 2, Field Notes, 45-46). This organizational system will help to clarify any questions for the audit trail.

Table 3.3

*Summary of Data Source File Names*

<u>Data Source</u>	<u>Loretta</u>	<u>Jeanette</u>
Preliminary Interview Transcript	Loretta, 0, Preliminary Interview Transcript	Jeanette, 0, Preliminary Interview Transcript
Background Questionnaire	Loretta, 0, Background Questionnaire	Jeanette, 0, Background Questionnaire
Profile for Teacher Decision Making Questionnaire	Loretta, 0, TDM Questionnaire	Jeanette, 0, TDM Questionnaire
Observation 1 Lesson Plan	Loretta, 1, Lesson Plan	Jeanette, 1, Lesson Plan
Observation 1 Lesson Field Notes	Loretta, 1, Field Notes	Jeanette a, 1, Field Notes
Observation 1 Lesson Debrief Interview Transcript	Loretta, 1, Debrief Transcript	Jeanette, 1, Debrief Transcript
Observation 2 Lesson Plan	Loretta, 2, Lesson Plan	Jeanette, 2, Lesson Plan
Observation 2 Lesson Field Notes	Loretta, 2, Field Notes	Jeanette, 2, Field Notes
Observation 2 Lesson Debrief Interview Transcript	Loretta, 2, Debrief Transcript	Jeanette, 2, Debrief Transcript
Observation 3 Lesson Plan	Loretta, 3, Lesson Plan	Jeanette, 3, Lesson Plan
Observation 3 Lesson Field Notes	Loretta, 3, Field Notes	Jeanette, 3, Field Notes
Observation 3 Lesson Debrief Interview Transcript	Loretta, 3, Debrief Transcript	Jeanette, 3, Debrief Transcript
Observation 4 Lesson Plan	Loretta, 4, Lesson Plan	Jeanette, 4, Lesson Plan
Observation 4 Lesson Field Notes	Loretta, 4, Field Notes	Jeanette, 4, Field Notes
Observation 4 Lesson Debrief Interview Transcript	Loretta, 4, Debrief Transcript	Jeanette, 4, Debrief Transcript
Final Interview Transcript	Loretta, 0, Final Interview Transcript	Jeanette, 0, Final Interview Transcript

### **Rich, Thick Descriptions**

Through the data, I provided thick, rich descriptions of the participants to capture the teachers' point of view and their adaptations during literacy instruction (Denzin & Lincoln, 2000). This allows the reader to examine pieces of the data in detail, and allows readers to transfer findings to other situations as well as making decisions about the validity of the findings of the study. Detailed vignettes and quotes serve to provide substantial credence to the conclusions.

### **Peer Debriefing**

I had the opportunity to share data, discuss findings, and review inferences with a peer who will not be involved in this study, which added to the trustworthiness of the findings (Creswell, 2007; Lincoln & Guba, 1985). This peer, Janet Grunwald, is a literacy coach working closely with me in my setting helped provide opportunities for raising questions, clarifying findings, addressing bias, revisiting data, and drawing additional inferences.

### **Member Checking**

Member checking involves "checking our interpretations periodically with the very people we are studying" (Ely, 1991, pp. 165) and "is the most crucial technique for establishing credibility" (Lincoln & Guba, 1985, pp. 315). Throughout the study, I shared transcripts and thoughts with participants to make sure that the participant the opportunity to volunteer any additional information or correct any errors of interpretations. At the

final interview, I shared a general overview of the adaptations each participant made with reflections.

### **Researcher Biases**

During the study, I was aware of my own subjectivities. Merriam (1998) suggested that sensitivity, or being highly intuitive regarding the personal biases and how they may influence the study is a much needed trait for case study research. I was cognizant of the role my subjectivities play through the study and highlight my annotations and journal notes that reveal my sensitivities and biases.

### **Assumptions**

I operated under the assumptions that the literacy specialists' adaptive teaching decisions are presented in an observable format for identification and discussion. Also, I assumed that the literacy specialists are able to articulate the decisions they made and why. It would be appropriate to assume that teachers' pedagogical content knowledge base (Shulman, 2004) is not all the same and not all elementary school teachers are experts in all subject areas. Finally, concurring with Dewey (1933) and Schön (1983; 1987), I believe reflective practice leads to improved teaching and learning. Ideally, as the specialist thoughtfully examines his or her instructional decisions, which might not have occurred outside the influences of this study, adjustments and improvements will be made to improve student learning.

## **Conclusion**

In this chapter, I described why I chose a qualitative case study to interpret data gathered during this study. I provided the reader with a clear portrayal of the participants as well as my role as the researcher. The methods I used for data collection and analysis were explained, the three anticipated phases of analysis were explored as well as clarification for the audit trail for the data sources. In the next chapter, I discuss the findings.

## CHAPTER IV

### PRESENTATION OF FINDINGS

The purpose of this study was to explore and describe the adaptations two literacy specialists made before, during, and after literacy instruction. The two teachers participating in the study had much experience with literacy instruction and were adaptive in their decisions during instruction to promote student knowledge. In this chapter, case studies of two teachers focusing on the adaptive teaching moves during literacy lessons are presented. The following research questions guided the study: 1) What adaptations and decisions are literacy specialists making before, during, and after literacy instruction to advance student growth and knowledge? 2) What contributes to literacy specialists' adaptations and decisions before, during, and after the instruction of a literacy lesson? 3) How do literacy specialists perceive their adaptations and decisions?

A case study of each teacher will be presented in six sections: (a) professional background, (b) experience with literacy instruction, (c) description of the school, classroom setting and resources, (d) description of literacy instruction in each classroom, (e) planning of literacy lessons, (f) adaptive teacher moves made during literacy intervention lessons. The teachers are identified using their first names (pseudonyms).

### **Analysis of the Data**

I coded and analyzed the data from each participant separately. The data set consisted of the Profile for Teacher Decision Making (Griffith, 2011), four audio transcripts from post debrief interviews, four transcripts of field notes of the literacy lesson, one audio transcript of the preliminary interview, one audio transcript from the final interview, four sets of lesson plans, one background questionnaire, and any additional researcher notes or memos. The coding that follows each data reference reported in the case studies is cited in a way that provides a reference to its location in the data pool (see Table 3.3).

From the initial analysis of the data set using Parson's (2010, 2012) codes, three categories emerged. The categories were planning for literacy intervention lessons, teacher knowledge base, and teacher adaptations during literacy intervention lessons (see Figure 4.1). I compiled the data from each of these categories and then determined subcategories. I analyzed the core categories and the subcategories and compiled the information. I presented the major findings in narrative sections. The narrative sections include portions of the transcripts and field notes in an effort to provide a more detailed and in-depth understanding of the findings.

## **Analysis Categories and Definitions Organizational Structure for Chapter Four**

### **Planning for Literacy Intervention Lessons**

Everything a teacher does to prepare to teach a literacy intervention lesson and to help students understand literacy concepts. This includes writing the lesson plans, as well as reference professional resources.

### **Teacher Knowledge Base**

Referring to the work based off of Shulman's (1986) Categories of Teacher Knowledge:

- Content Knowledge  
Knowledge of the content (reading processes and all the skills associated with reading)
- Pedagogical Knowledge  
The "how" of teaching (good teaching: classroom management, motivation and engagement)
- Pedagogical Content Knowledge  
Knowledge of how to teach content to others
- Knowledge of the Learner  
Knowledge of the learner's strengths, needs, personality and motivations

### **Teacher Adaptations during Literacy Intervention Lessons**

A teacher action in response to student responses, or a change in the lesson plan (insertion or omission). Often reflection of the adaptation influences the decisions that teachers make (Parsons, 2012).

*Figure 4.1: Analysis categories and definitions*

## **Loretta**

Loretta was the first participant in the study. Over the duration of the study, I observed and collected data on Loretta four times and conducted four post observation interviews. Out of the four observed lessons, one was in a small group setting of five students and the other three observations were in the one-on-one setting. Over the two hours of lesson observation, Loretta made 34 adaptations from her lesson plans (see Appendices I and J). Loretta used her deep knowledge bases and professional experience to adapt instruction in the Literacy Intervention setting.

### **Professional Background**

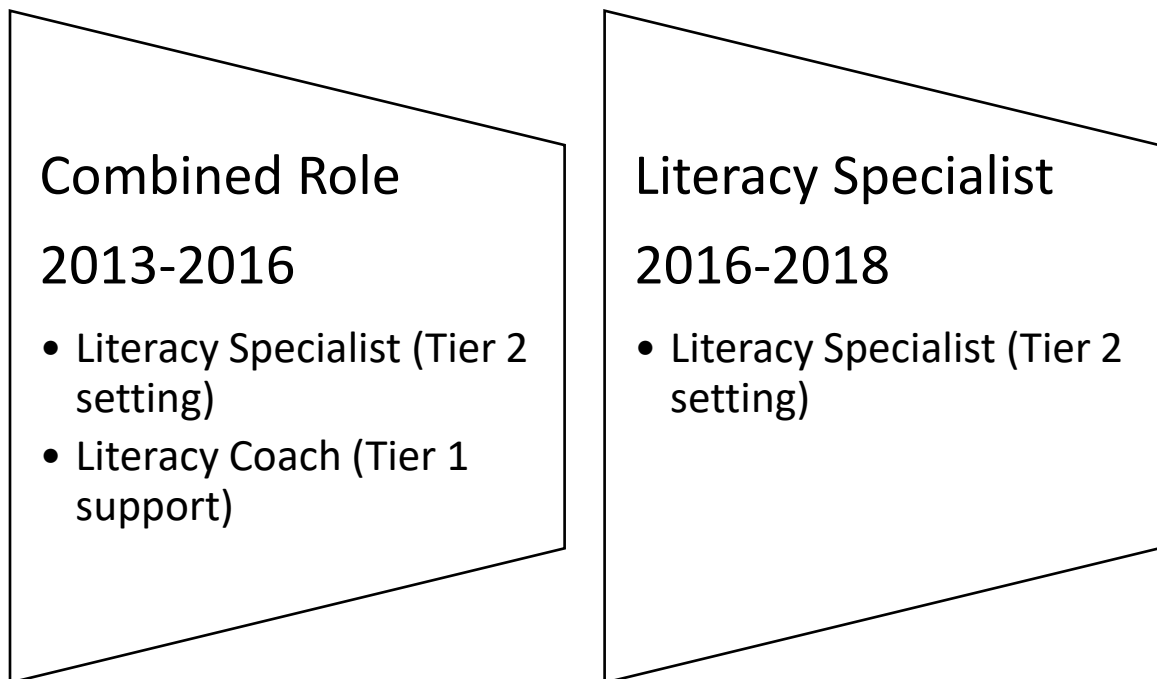
Loretta is a professional teacher with 12 years of teaching experience. She graduated from a large university in 2005 with a Bachelor of Science in Elementary Education. She obtained her first teaching position the fall after graduating from college in the district in which she is currently employed. She was hired to teach second grade at Fieldmont Elementary (pseudonym).

After teaching second grade for a year, Loretta decided to pursue her master's degree in order to better support the learners in her classroom setting. She enrolled in a local university's master's program, earned a master's of education in reading and literacy in 2008, as well as her ELL endorsement for her teaching certificate. Loretta had this to say about getting her reading specialist degree, "I originally got my reading specialist degree in order to help my second graders become better readers" (Loretta, 0, Background Questionnaire, 40-41). A few years after earning her master's degree, the

reading specialist in her school was retiring. The principal at the time asked Loretta to consider taking the position because of her strength as a classroom reading teacher, and due to her credentials. Loretta considered the literacy specialist position. She decided to take the literacy specialist position, after having taught in the classroom for seven years. She said, “I wasn’t sure that I wanted to leave the classroom, but I decided it was a good opportunity, and to give it a try” (Loretta, 0, Background Questionnaire, 36-37). At the time of this study, Loretta was in her fifth year as the literacy specialist at Fieldmont Elementary.

Loretta’s role evolved after she became the literacy specialist. When she first took the position, it was more of a combined role with some time devoted to directly working with intervention students in a Tier 2 setting (literacy specialist), and some time devoted to supporting teachers (coaching) as part of a Tier 1 setting (Loretta, 0, Background Questionnaire, 46-49). During those three years of the combined role, Loretta received additional training on different coaching models, and ways to work effectively with classroom teachers. Starting with the 2016-2017 school year, the district decided to divide the literacy specialist role into two different positions (Figure 4.2). One of the roles was working as a literacy specialist working with intervention students (Tier 2 setting), and the other a literacy coach that works directly with teachers (Tier 1 support). When it came time to divide her responsibilities out into two different roles, Loretta had a choice between the two, and chose to work in the literacy specialist position. “I took the reading (literacy) specialist job because I liked the idea of working with a variety of

grade levels, and literacy has always been a passion of mine so I thought I would enjoy focusing in on it” (Loretta, 0, Background Questionnaire, 41-43). Loretta continued to work with students because of her passion, and has served in the role literacy specialist role for the last two school years.



*Figure 4.2: Professional roles: Loretta*

Across all of her roles, classroom teacher, literacy coach, and literacy specialist, Loretta continued to participate in professional learning. The school district offered various summer book study opportunities that were open to all certified staff. The school district offered these free of charge and purchased the book for each participant. Certified teachers who volunteered to lead the study ran these book clubs. A majority of the book studies occurred online with assigned passages per week, group chats, and a shared

online area to post personal reflections, answers to discussion questions, and to post questions to the group. Over the years, Loretta participated in several book studies voluntarily to take advantage of learning opportunities that the school district provided. Some of the book studies that Loretta participated in were *Disrupting Thinking: Why How We Read Matters* (Beers & Probst, 2017), *Literacy Instruction for English Language Learners* (Cloud, Genesse & Hamayan, 2009), *Book Love: Developing Depth, Stamina & Passion in Adolescent Readers* (Kittle, 2012), *The Innovator's Mindset* (Couros, 2015), and *Tiered Fluency Instruction: Supporting Diverse Learners in Grades 2-5* (Young & Rasinski, 2017). Other book studies that Loretta participated in were with the other literacy specialists in the district. Each year, the literacy specialists from all of the elementary buildings would come together once a month and meet for professional discussions as well as a book study. The book the literacy specialists were reading at the time of the study was *Implementing RTI with English Learners* (Fisher, Frey, & Rothenberg, 2010). Another way Loretta continued her professional learning was when she would look for workshops or training sessions and request to attend. Loretta went to continuing professional learning workshops or training sessions about two to three times a school year.

### **Experience with Literacy Instruction**

In her beginning years as a second grade teacher, Loretta saw her students struggle with literacy. She would work with them in guided reading lessons over specific word solving and comprehension strategies, and not see the transference or use of those

strategies in their classwork from day to day. It was the continued struggle of students not advancing in reading levels, and the continued struggle of concepts that prompted Loretta to make a change. Her belief of meeting students where they were and adapting instruction to meet learner needs (Loretta, 0, TDM Questionnaire 11-38), prompted Loretta to pursue additional education. She entered a master's degree program to better understand and teach reading to her second grade students (Loretta, 0, Background Questionnaire, 40-41).

Through the master's program, Loretta learned a great deal about how to work with struggling readers and writers. Through her coursework, she was able to learn about literacy development, assessments, curriculum design and instruction of struggling, and advanced readers (Loretta, 4, Debrief Transcript, 75-76). Since she was teaching while enrolled in the program, she was able to take the knowledge she learned in her master's courses and apply it in her second grade classroom the next day. She looked forward to seeing how she could shape the literacy instruction in her classroom through her expanding knowledge base.

Once Loretta moved into the combined role of the literacy specialist, she was able to draw on her master's program, and her classroom experience to work with struggling readers of multiple grade levels. Loretta stated that one of her challenges as a literacy specialist was to know when to jump in and help a student, and when to wait (Loretta, 0, Final Interview, 91-100). The challenge of prompting for her comes down to observations of the student, and the knowledge of personal literacy strengths. She said, "I will try to

wait a little bit, but I am not always good about that” (Loretta, 0, Final Interview, 93).

Loretta saw the value of adaptive teaching and sought to become more adaptive in her everyday practice.

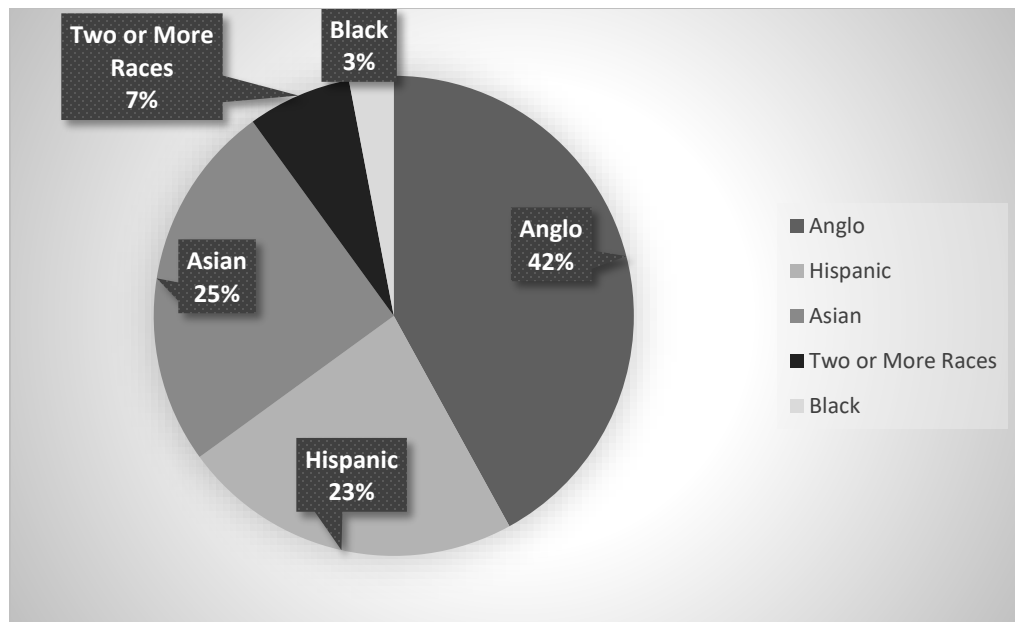
Drawing from her continued learning, workshops, trainings, and book studies, Loretta liked to create a collaborative team of learning. One of the ways she did this was to build in turn taking for text reading when working with students. When working with a student one-on-one, Loretta would model fluent reading (Loretta, 1, Debrief Transcript, 73-76), and think aloud strategies (Loretta, 3, Debrief Transcript, 151-153). She also answered comprehension questions right along with students. This way, she was able to provide models for academic language learning, as well as model good writing habits (rereading for clarity, checking punctuation, etc.), and be seen as a partner in the learning journey for all students. “I think the students like the feeling that we are in it together, and it’s not just them doing all of the work” (Loretta, 0, Final Interview Transcript, 138-139).

Results from the *Profile for Teacher Decision Making* (Griffith, 2011) indicated that she believed in the importance of student-centered teaching. She reported that the standards and the curriculum should influence teaching adaptations to a lesser degree than the needs of their students. Loretta stated that, in practice, students’ responses and needs guided her teaching decisions. Findings of the study confirmed the self-reported belief and practice that Loretta made decisions regarding student-centered teaching.

### **Description of the School, Classroom Setting, Resources, and Schedule**

In this section, I describe the school setting, the classroom setting, the resources available to Loretta for literacy intervention, and the schedule she followed to see her students.

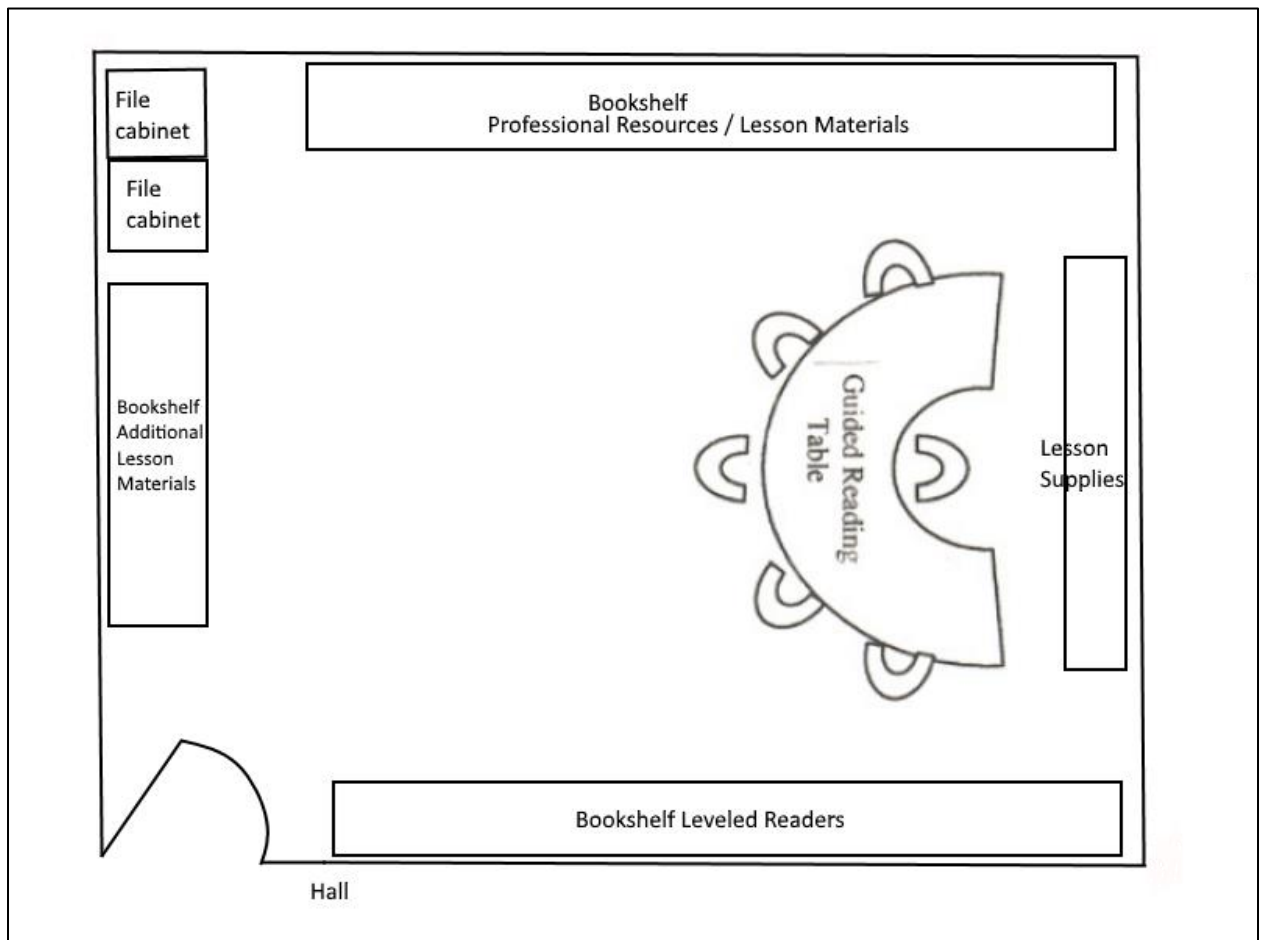
**Description of the school.** Loretta was the only literacy specialist at Fieldmont Elementary working with students outside of the Spanish bilingual program. The Spanish bilingual program is a program for students in kindergarten through fifth grade to receive instruction in Spanish, and English. The school, situated in the suburbs outside of a large urban city in the north, housed Grade One through Grade Five. During the 2017-2018 school year, average enrollment was around 400 students, and the ethnic distribution includes 42% Anglo students, followed by large percentages of Asian and Hispanic student (see Figure 4.3). Students at Fieldmont had the opportunity to participate in many different experiences. Students heard daily announcements, and conducted the pledge each morning in both English, and Spanish. Other learning opportunities that were available for students were band, orchestra and choir, all offered during the school day. Some after school programs offered were literacy club, math club, after school sports, and chess club.



*Figure 4.3: 2017-2018 Fieldmont Elementary student population ethnic distribution*

**Description of the classroom setting.** At the time of this study, Loretta's classroom was situated on the ground level of the school. The space she used as her classroom was a former conference room located in between the first, and second grade classroom hallway. The space has average ceilings, a carpeted floor, and no windows. The room was lined with bookshelves that housed an extensive literacy library, leveled books, professional resources, games, and lesson supplies (dry erase boards, dry erase markers and erasers, magnetic letters, pencils, index cards, writing journals, and colorful markers). Program materials for literacy intervention lessons were housed on one specific wall for ease while planning, and conducting lessons. These materials included level reading programs, leveled texts, fluency passages, and professional resources. The focal point of the small room was the guided reading table workspace where the literacy

intervention lessons took place (see Figure 4.4). Lesson resources will be discussed in the next section.



*Figure 4.4:* Classroom diagram: Loretta

There was evidence that the classroom was set up to support adaptive literacy intervention lessons. The multi-grade level materials (iPads, writing notebooks, ABC charts, vocabulary picture cards, magnetic letters, magnetic dry erase boards, sight word games, dice, word pattern bingo games, and other items) all at an arm's reach provided

evidence of adaptive teaching for children with many different needs take place. Colorful notebooks that housed student notes, student work samples, and student writing journals were readily available for use during literacy intervention lessons. Each notebook was assigned to a specific group or student, depending on the level of response to intervention. RTI is a multitiered system that is typically organized within three tier of instructional service delivery; the higher the number of tier, the higher the level of service in instructional intensity and frequency (Vaughn & Fuches, 2003). In the notebook, Loretta kept anecdotal notes from each lesson with specific notes on instructional focus, strengths, and growths. These data was used to review lessons, and to plan adaptive future lessons for students. Due to the nature of confidentiality of students who receive literacy intervention services, student work was not hung in hallways or displayed in the classroom.

**Description of resources.** In her role as the literacy specialist, Loretta primarily used the Leveled Literacy Intervention program (LLI) (Fountas & Pinnell, 2009) with her struggling readers. LLI is a “short-term, supplementary, small-group literacy intervention designed to help struggling readers achieve grade-level competency” (U.S. Department of Education, 2017. pp. 1). The LLI program has two different systems that target different grade levels, the primary system, and the intermediate system (see Table 4.1).

Table 4.1.

*Leveled Literacy Intervention System Description*

	LLI Primary System	LLI Intermediate System
Targeted grade levels	K-2	3-4
Program focus	Phonemic awareness, letters, phonics, comprehension, fluency, vocabulary, and writing about reading	Sustained reading of longer texts
Suggested lesson plan components	Rereading books from previous lessons, assessing reading comprehension, instruction on phonics and letters, writing tasks about reading, introduction, and reading of new text	Discussions on previous texts, vocabulary, fluency practice, phonics/word study, and writing about reading
Length of instruction Delivery	Five days a week, 30 minutes a day for 12-18 weeks	Five days a week, 45 minutes a day for 12-18 weeks

The school district purchased the LLI system program as a starting point for Tier 2, and Tier 3 students for literacy intervention instruction. However, the district modified how the instruction was delivered from the five day a week schedule suggested in the program manuals. The Tier 2 students who qualified for literacy support received literacy intervention two times a week, 30 minutes each session in a small group setting (Loretta, 3, Debrief Transcript, 4-5). The Tier 3 students who qualified received support five times a week, and thirty minutes each session with 3 of the 5 sessions in a one-on-one setting (Loretta, 0, Final Interview Transcript, 106-109).

As a literacy interventionist, Loretta had the freedom to change or supplement the intervention resources to adapt to all student needs as well as instructional delivery.

Loretta felt that the LLI program was a good starting point for students. However, she felt that there were certain gaps that her students had that LLI was not addressing. Loretta had the flexibility to use her professional judgement in order to adapt instruction based on student need. She could use other programs, other professional resources or modify frameworks from programs. When asked about other programs or additional resources that are used for students who are not successful with the LLI program, Loretta stated that she doesn't use any other program but focuses on strategies. "...I will do a lot of repeated reading a lot with kids if it doesn't work. I will also use comprehension strategies, such as visualizing, questioning, making inferences, teaching them those kinds of strategies" (Loretta, 0, Preliminary Interview, 32-35). In other words, if a student was not making expected progress with the use of the LLI program, then Loretta changed instruction to include more comprehension strategy instruction to assist the student. Loretta believed that the teacher should consider a student's developmental level when deciding what to teach (Loretta, 0, TDM Questionnaire, 19-24) and how to teach it. Loretta uses her knowledge of each learner (Shulman, 1986) that she gained while working with the students, adapted her instruction to close the gaps, and push their knowledge to what would make them successful in the classroom (Loretta, 0, Final Interview Transcript, 121-123).

**Schedule.** The intervention schedule that Fieldmont had in place influenced when Loretta was able to work with students. The school implemented two specific intervention block times for each grade level. The 30 minute block was designed for the

classroom teacher to take small groups for differentiated instruction, a time for students to work on projects or assignments individually or in small groups, and a time for special education teachers and an intervention teacher to work with students without the student missing core instruction (see Table 4.2). Each grade level was assigned two blocks of thirty minutes back to back in the schedule. Designated classrooms were assigned intervention block times based on the current caseloads at the beginning of the year to ensure access to students. The intervention block has been helpful for teachers like Loretta who work with students in a pull out program to plan around core instructional time.

Table 4.2

*Sample Intervention Schedule: Loretta*

Sample Daily Intervention Schedule			
7:45-8:20	Collaborative Time	11:00-11:30	Intervention Block 6 4th Grade C, D
8:20-8:30	Attendance, Lunch Count	11:30-12:30	Lunch / Planning Time
8:30-9:00	Intervention Block 1 2nd Grade A, B	12:30-1:00	Intervention Block 7 3rd Grade A, B
9:00-9:30	Intervention Block 2 2nd Grade C, D	1:00-1:30	Intervention Block 8 3rd Grade C, D
9:30-10:00	Intervention Block 3 1st Grade A, B	1:30-2:00	Intervention Block 9 5th Grade A, B
10:00-10:30	Intervention Block 4 1st Grade C, D	2:00-2:30	Intervention Block 10 5th Grade C, D
10:30-11:00	Intervention Block 5 4th Grade A, B	2:30-3:00	Planning Time

### **Literacy Intervention Instruction in Loretta's Classroom**

As an interventionist, Loretta worked with identified groups of students or individual students for a 30 minute intervention block. The school district had a set of criteria for students to meet in order to qualify for literacy intervention services.

Benchmark assessments were given to every student, and the results of those scores compared to national norms. Classroom teacher input was also used as the basis of how

students were qualified for additional reading support. The benchmark assessments included comprehension, fluency, and a standardized reading test. These benchmark assessments were given three times a year: fall, winter, and spring. Students were able to continue literacy support or, exit literacy support. New students were qualified based on the benchmark assessment data.

The literacy intervention lessons in Loretta's classroom typically followed a consistent structure, but were adapted for each individual group or student based on student needs. The basic structure of her lesson plans included the following components: word work, high frequency word drill and vocabulary preview, book introduction, and to activate or build background knowledge, set purpose of the day or goal, read a few pages of the text, check for understanding, discussion of text which includes comprehension questions, repeat the reading and discussion section a few more times, and then restate principle, writing and closure (see Figure 4.5). Depending on the length of text, the reading, discussion, and wrap up section of each lesson might differ for one to two days of instruction. If the lesson ended in the middle of the text, sticky notes or bookmarks were used to mark place where students left off reading. If the lesson ended after the reading portion of the lesson, the students would summarize learning. The summary could be a writing component, oral discussion, or summary of the instructional focus for the day (Loretta, 0, Preliminary Interview, 65-77).

Word Work	<ul style="list-style-type: none"> <li>•Phonics</li> <li>•Phonological Awareness</li> </ul>
High Frequency Words / Vocabulary	<ul style="list-style-type: none"> <li>•Review of words that students might have trouble decoding and/or explicit teaching or activate knowledge of vocabulary</li> </ul>
Book Introduction/ Background	<ul style="list-style-type: none"> <li>•Introduce new text</li> <li>•Activate or build background knowledge</li> </ul>
Purpose	<ul style="list-style-type: none"> <li>•Set purpose for skill or strategy being learned or practiced</li> </ul>
Read/Discuss	<ul style="list-style-type: none"> <li>•Support reading strategies</li> <li>•Comprehension questions</li> </ul>
Review/Write	<ul style="list-style-type: none"> <li>•Review purpose</li> <li>•Write about reading</li> </ul>

*Figure 4.5: Lesson plan components: Loretta*

Loretta also used the text reading section of the lesson in different ways depending on the group she was working with. Drawing from her professional training, she would have students read the text silently or softly to themselves while working with small groups (Loretta, 3, Debrief Transcript, 131-144). She would lean in, and ask a student to read louder to hear the student read for a few pages or paragraphs. She would have a short discussion to check comprehension or make a teaching point, possibly use a think aloud, write a few notes, and then move on to the next student (Loretta, 3, Field Notes, 48-50). While working with individual students, Loretta would partner read, sharing the reading out loud, to model fluency, and conduct think alouds.

Loretta believed in being a strong model for her students and giving them the time and space to practice. Her beliefs stemmed from her experience working with students as well as her professional development book studies that occurred independently and in a group setting over the summer. “Some of my reading of Fisher and Frey... really hit the importance of helping kids understand why they are doing something in order for them to be really learning the skill or strategy” (Loretta, 2, Debrief Transcript, 94-101). When working with students, Loretta would often times answer comprehension questions right along with them, modeling how to answer questions in complete sentences. She would also model fluency and appropriate phrasing by reading a text aloud (Loretta, 1, Debrief Transcript, 163-164). Loretta would also watch the clock and try to stay on track with the lesson plan timing because “... I want to get reading so the bulk of the lesson time is in the text,” and not on teacher talk (Loretta, 0, Final Interview, 164-169). She believed that having students engaged in reading the text provided the time and space for students to practice their developing literacy skills.

Loretta took advantage of opportunities to build relationships, and know student interests. This knowledge of her students often served as the basis for Loretta’s instructional adaptations. She would walk to pick the students up from their classrooms for literacy intervention, and brought them back herself. “I like having those couple of minutes together where we can talk about non-academic things. It’s as simple as asking about their weekend or what they enjoy so that I can get some knowledge about what their preferences are in general” (Loretta, 0, Final Interview, 128-130). Loretta used the

knowledge of learners (Shulman, 1986) to help plan lessons and to select interesting texts. She felt this was an important part of motivation for students to read because students do not always want to come to literacy support or want to leave their classrooms. Having something they want to read about or want to explore will get them excited to come and to work hard (Loretta, 0, Final Interview, 131-132). Loretta took advantage of those few extra minutes with students. She strived to deepen the student teacher relationship, and used that time to gain insight into each student specific interest to move students toward success in the literacy intervention setting.

Loretta believed that students should set their own learning goals, and be invested in their learning. For example, in the literacy intervention setting the district required that students in grades second through fifth be monitored on fluency and comprehension in a weekly time frame for Tier 3 students, and bi weekly for Tier 2 students. First grade was only monitored on fluency and not comprehension. Loretta used her knowledge of good teaching and shared this data with each student. She had students set goals for their own learning. If a goal was not met, then Loretta took the opportunity for the students to self-reflect on what they could have done differently or what they would do next time to be more successful. “We see if the goal is met or not and then talk about why...and look at the errors and see what ...threw her off” (Loretta, 1, Debrief Transcript, 188-191).

Loretta learned about setting student learning goals from a summer book study of the text, *Teaching Literacy in the Visual Learning Classroom* (Fisher, Frey, & Hattie, 2016). “It really hit the importance of helping kids understand why they are doing something in

order for them to really be learning the skill or strategy” (Loretta, 2, Debrief Transcript, 94-101). Loretta drew from her experience and professional reading to help students understand the why behind what they do. She believed that when students knew the why behind learning, and set personal goals, they were motivated to work harder.

In this section, I discussed adaptive literacy intervention in Loretta’s classroom. I have explored how her professional learning through her university master’s program, independent book studies, and professional learning has helped shape her knowledge base to make adaptive teaching moves. I gave specific classroom examples of how she adapted LLI lesson plans, adapted instruction to provide a strong model for students, adapted lesson plans to provide time and space for students to practice, built relationships with students, and had students set their own goals for learning.

### **Planning for Literacy Intervention Instruction**

One of the components of literacy intervention is planning. This section will first address the background of the lesson plans that Loretta used during the study, and then the data considered, and reviewed while writing lesson plans.

**Background of lesson plans.** As a literacy specialist working with Tier 2 and 3 intervention students, Loretta primarily used the Leveled Literacy Intervention program or LLI (Fountas & Pinnell, 2009). Over her five years of working with the LLI program, Loretta felt that the LLI program was not strong enough in the area of vocabulary which was a specific need for her English language learners (ELLs), and therefore, she started writing her own lesson plans, adapting the plans by adding an additional vocabulary

section before the lesson. Based on her belief system of planning for student strengths and needs (Loretta, 0, TDM Questionnaire, 221-233) and learning from her master's program, Loretta incorporated the work of Beck and colleagues (Beck, McKeown, & Kucan, 2013). For example, during observation four, Loretta had planned three specific vocabulary words to review before reading the text: *python*, *bored*, and *hunt*. Loretta's thoughts were that *python* isn't common in texts, and because of the way it is spelled, it might be tricky for this learner. *Bored*, and *hunt* were selected because those words had multiple meanings in the text, and across other contexts. For the word hunt, Loretta wanted to make sure the student understood the multiple meanings of vocabulary words, which can mean killing, but in the text, meant looking for something (Loretta, 4, Debrief Transcript, 49-79). Loretta recalled that her learners at the time were struggling with academic vocabulary, so she went back to Beck et al. (Beck et al.'s work (Beck et al., 2013), and decided to add an explicitly taught section of academic vocabulary to her lesson plans (Loretta, 0, Final Interview, 157-161). Loretta used not only her content knowledge of the importance of vocabulary, but also her knowledge of the learner (Shulman, 1986) to plan in advance, and add a specific vocabulary component to the suggested lessons from the LLI program.

Loretta continued to add and adjust the lesson plans she used with students over the years. She routinely wrote additional comprehension questions aimed at areas of growth for the students she worked with, drawing on her knowledge of the learner to write comprehension questions to help practice answering questions in complete

sentences. She also worked with classroom teachers to see what knowledge students were able to generalize in the classroom setting, and what was still needed to be worked on. Using her knowledge of the content (Shulman, 1986) from the combined role as a literacy coach, she was able to use her understanding of the literacy curriculum for the general classroom to adapt lessons for literacy intervention. This led the lesson plans to follow literacy pacing and objectives that were being targeted in the classrooms during the school year (Loretta, 0, TDM Questionnaire, 333-345, 376-388). Over the years, Loretta has used her knowledge of her learners, content knowledge, and her pedagogical content knowledge to adapt her lesson plans to meet the many needs of her learners before, and after lessons.

**Teacher notes.** Loretta believed that an important part of moving students forward was taking “good notes” on what a student knows and what they do not know to be prepared (Loretta, 1, Debrief Transcript, 143-144). Through her teaching experience, Loretta created a way to keep track of the data she routinely collected during lessons. She kept a folder with anecdotal notes in it for each student or group of students. These handwritten notes were structured in a way she could record lesson focus, text selected, strengths, weaknesses, and then next steps for each students. Alongside the handwritten notes section was a reference list of foundational skills, vocabulary, and comprehension strategies that could be noted as strengths, challenges, and next steps (see Figure 4.6). This list was particularly useful to Loretta as a “cheat sheet” for herself and when working with instructional aides to support struggling readers. “It is an excellent

[resource] when I have instructional aides delivering a lesson because it gives them ideas of what could be strengths or weaknesses for kids and what you could do next” (Loretta, 1, Debrief Transcript, 164-166). This list was given to Loretta by the previous literacy specialist and since she found it useful, Loretta continued to use it. The origin of the reference list is unknown.

For each literacy lesson, notes would be taken on student performance, strengths, weaknesses, and then next steps for future learning or reinforcement of known concepts (see Figure 4.7). For example, before working with one student, Loretta had noted that she was struggling with vowel team sorts, and needed to address it in a future lesson. Loretta used those notes to carefully select the word cards that the student was going to work on during the next word work section of the lesson. The anecdotal notes that Loretta took routinely for each student during the lesson helped her plan and adapt future instruction to advance student learning. First Loretta thought about what each student needed to know, and then planned for it (Loretta, 0, TDM Questionnaire, 26-31). It was the review of the student notes that helped build her deep knowledge of the learner (Shulman, 1986). Another example of how Loretta used student notes was when she attended parent conferences. Loretta referred back to her notes as well as the progress monitoring data to create a summary of how a student has performed in literacy support. Careful notes on instructional goals and progress on those goals were key to articulating with not only parents, but classroom teachers for generalization between the intervention and classroom settings.

Strengths	Focus/Challenge/Needs to Work On	Next Steps?
<b>Foundational Skills</b> -Reads most words correctly (accuracy) -Reads with expression (changes their voice to reflect tone, dialogue, and different end punctuation) -Reads at an appropriate rate/speed -Pauses appropriately (i.e. at punctuation) -Reads words in phrases (sounds smooth)	<b>Foundational Skills</b> -Many errors and miscues in reading -Monotone when reading -Reads too fast or too slow -Choppy or lacks appropriate phrasing (e. e. doesn't stop at punctuation marks)	<b>Foundational Skills</b> -Directly model (i.e. model how to pause after a comma or a period so that the student hears how his or her voice should change) -Continue to practice -Change the level of the text after consulting with the coach -Consult with a classroom teacher or coach
<b>Vocabulary</b> -Pronounces words from the text in isolation (pre-reading) -Understand the meaning of the word in isolation (pre-reading) -Constructs meaning of the word with the context of the text (during or after reading)	<b>Vocabulary</b> -Cannot pronounce or sound out a word(s) in isolation (pre-reading) -Struggles to define a word in isolation (pre-reading) -Does not use context clues to infer meaning of a word (during or after reading)	<b>Vocabulary</b> -Review the pronunciation of words the following day to review and create automaticity -Introduce different context clues strategies (i.e. look at pictures, replace word with another word that would make sense, read the sentences around the word, look at the words in commas before or after the word, etc.) -Continue to practice -Change the level of the text after consulting with a coach Consult with a classroom teacher or coach
<b>Comprehension</b> -Answers literal questions and recalls details from a text -Answers inferential questions -Uses appropriate reading strategies (Predicting, summarizing, asking questions, etc.) -Is cognizant of what they are thinking while reading (stops to check for understanding) -Can identify the main ideas in an informative text -Can identify character, setting, problem, and solution in a literature text.	<b>Comprehension</b> -Struggles to answer literal questions -Struggles to answer inferential questions -Doesn't know which reading strategies to use to comprehend text -Struggles to make predictions -Struggles to summarize a text -Does not seem to be actively thinking while reading (i.e. not checking for understanding) -Struggles to identify the main idea in an informative text -Struggles to identify character, setting, problem, and solution in a literature text	<b>Comprehension</b> -Direct instruction (i.e. model how/when to use a particular strategy) -Strategically plan the order of questions to scaffold thinking (i.e. easier questions before harder questions) -Have student reread the text -Have student stop and think and check for understanding (for example, summarize the text) -Prior to asking students to draft a written response, give them time to think on their own, then turn and talk with a partner -Continue to practice -Change the level of the text after consulting with a coach -Consult with a classroom teacher or coach

Figure 4.6: Shared teacher reference list

Date(s): \_\_\_\_\_  
Group Meets: \_\_\_\_\_

Grade Level: \_\_\_\_\_

Title: _____
Lesson Number: _____ Level: _____
Lesson Focus/Objective/Strategy/Skill: _____

Student Name/Teacher	Strengths	Focus/Challenge/Needs to Work On	Next Steps?

Figure 4.7: Notes template

**Data considered when planning lessons.** When it was time to plan a lesson for a group of Tier 2 students, Loretta drew from her master's program of what goes into a literacy lesson (Loretta, 4, Debrief Transcript, 75-76), and her teaching experience to plan instruction. First, she began with her LLI based lesson plans. She considered the independent and instructional reading levels of the students, and reviewed her anecdotal notes on strengths and weaknesses. As part of her position as a literacy specialist, Loretta assessed to discover student independent, and instructional reading levels three times during the school year (fall, winter, and spring). The required district assessment program that was used was the Benchmark Assessment System (Fountas & Pinnell, 2010a). In between those assessment times, Loretta referenced the Literacy Continuum (Fountas & Pinnell, 2010b) to ensure that students were gaining the knowledge needed to advance in reading levels. Then, referencing back to her anecdotal notes (Loretta, 1, Debrief

Transcript, 154-155), she would plan the instructional focus for the lesson, and select a leveled text lesson plan that paired with the lesson focus.

Each lesson focus would come from the current student data or where the student currently was, and the Literacy Continuum (Fountas & Pinnell, 2010b) for where the student needed to go. For example, during Observation Four, the instructional goal for the group was to make sure students were answering the comprehension question being asked, and not just talking about the topic of a multi-part question. Loretta had previously taught this group of students the strategy to reread the question and the answer to make sure the question was answered. Loretta reviewed her anecdotal notes for the group and noticed that students had trouble answering multipart comprehension questions, and selected it as instructional focus for the next lesson (Loretta, 4, Debrief Transcript, 2-13). Next, she would review the lesson plan, and make any adaptations for that specific group of students. Once the lesson plan was ready for the lesson, she would place it in the group's bin for the next time she worked with that group. All additional materials needed for the lesson would be housed in the group bin for organization purposes (student journals, vocabulary cards, word work activity cards, highlighter tape, comprehension discussion question prompt cards, etc.).

Like with Tier 2, Loretta also had the professional freedom to use different resources or programs when she planned for Tier 3 students. Loretta often started with her professional knowledge base of her master's program, which included knowing what components are needed for a balanced literacy lesson plan (Loretta, 4, Debrief Transcript,

75). She then continued the planning; drawing from her professional learning of book studies or workshops that she had attended, incorporating additional reading behaviors. Finally, she used her teaching experience to plan instruction based on successful instruction from the past. She began with the LLI program, and planned instruction the same way, using professional resources, instructional focus, and student needs as her guiding forces (Loretta, 0, TDM Questionnaire, 26-31). Loretta used her knowledge of the learner's needs and strengths to plan a lesson using her content knowledge for what the student needs to know, as well as the pedagogical content knowledge for how she would teach it (Shulman, 1986).

During the study, I observed three Tier 3 lessons. The LLI framework was the program that was used. However, Loretta mentioned that she could bring in comprehension strategies (visualizing, questioning, and inferences), repeated readings, and word patterns (Loretta, 0, Preliminary Interview, 32-39) if a student struggled with the LLI lessons, however the instruction of these additional strategies were not observed during the study. Loretta believed that it is part of her job to provide individualized instruction to give these students what they need to be successful in the classrooms (Loretta, 0, TDM Questionnaire, 178-190, 221-233). This belief stemmed from her job description as well as her professional teaching experience. "I think that one thing that has been invaluable is the experience of working with different kids...and learning what works for different learning styles, and...different deficits" (Loretta, 0, Preliminary Interview Transcript, 57-59). Based on this belief, she would continue to adjust

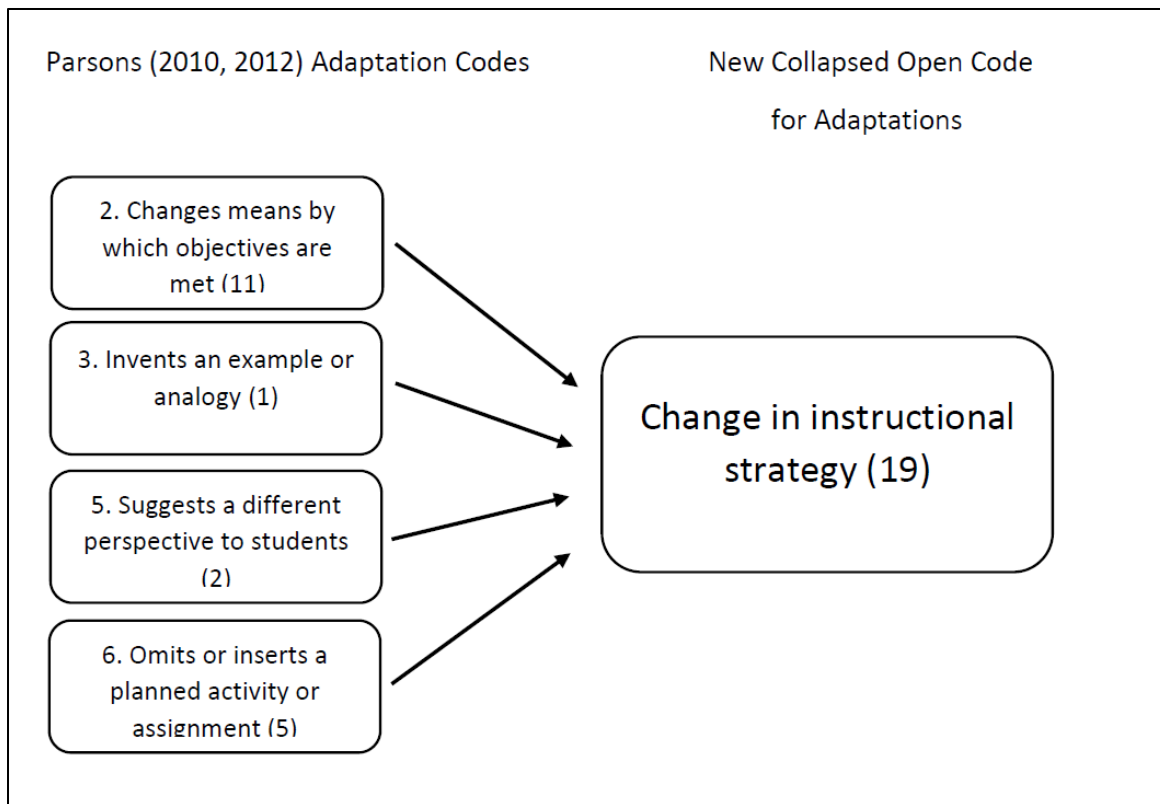
instruction to meet the student needs based on her student progress monitoring data and anecdotal notes. These lesson adjustments would consider content knowledge as well as her pedagogical content knowledge (Shulman, 1986) until the student found success in learning. “I think it is really important to have a solid understanding of how literacy develops...so you know how to get them to the next level” (Loretta, 0, Preliminary Interview Transcript, 54-55).

**Summary of planning for literacy lessons.** Loretta planned for literacy intervention lessons with intent. During her lesson planning, Loretta took the time to specifically address student needs by reviewing anecdotal notes, program strengths and weaknesses, as well as curriculum content to design a specific lesson plan to advance student growth, and knowledge. Using the resources available to her, Loretta used her professional knowledge from her master’s program, teaching experience, pedagogical content knowledge, and knowledge of the learner (Shulman, 1986) to adapt the LLI framework to fit the needs of her students. Over the years, Loretta had accumulated a bank of lesson plans that served as a starting point for lesson planning.

### **Adaptive Teaching Moves Made During Literacy Intervention Lessons**

Through the literacy intervention lessons, a literacy specialist’s role is to create multiple learning opportunities for students to build upon the known, and to deepen their understanding of literacy with authentic texts. Through the lens of adaptive teaching, teachers have decisions to make before, during, and after lessons that influence student learning.

In this section, I highlight some of the adaptations that were made during the literacy intervention lessons. Over the four observations (three one-on-one sessions, and one small group session), 34 adaptations were made during Loretta's literacy lessons (see Appendices I and J). From the original set of adaptation codes (Parsons, 2010, 2012), each adaptation category was analyzed for a common theme. For the purpose of the discussion, multiple adaptation codes from Parsons were collapsed into a more general heading for adaptations (see Figure 4.8), creating a collapsed category titled change in instructional strategy. Parson's original adaptation codes did not include a code for prompting or praising. Therefore, the prompting and praising coding categories came from the open coding phase of the data analysis.



*Figure 4.8: Collapsed adaptation codes*

The following Parsons codes were grouped together: changes by which objectives are met; invents an example or analogy; suggests a different perspective to students; and omits or inserts a planned activity or assignment. After the codes were regrouped, the most frequent adaptations that made up all but one of the thirty four, were change in instructional strategy, teacher prompts, and praising (see Table 4.3). However, in all but two instances, praising occurred in combination with another adaptation, such as teacher prompts or change in instructional strategy.

Table 4.3

*Overview of Adaptations: Loretta*

Parsons (2010, 2012) and Open Code Adaptation Type	Occurrences	Examples from Study
Change in instructional strategy (Collapsed open code)	19	Partner reading, extra practice, follow student interests, modeling
Teacher Prompt (Open code)	12	Does that make sense? Let's look at that again.
Praising (Open code)	<sup>a</sup> 2	Nice job, you got it, I like how you kept trying when it was hard
To Tell (Open Code)	1	The word is lemmings
Total	34	

*Note:* <sup>a</sup>Praising occurred simultaneously in other adaption types.

In the discussion, I also examine Loretta's reflections behind the adaptations made during the lessons (see Table 4.4), and the knowledge base articulated as support for the adaptations (see Table 4.5).

Table 4.4

*Overview of Reflections: Loretta*

Reflection Codes (Parsons, 2010, 2012)	
A. Because the objectives are not met	0
B. To challenge or elaborate	3
C. To teach a specific strategy or skill	13
D. To help students make connections	3
E. Uses knowledge of student(s) to alter instruction	2
G. To check students' understanding	3
H. In anticipation of upcoming difficulty	4
J. To manage time	1
K. To promote student engagement	2
Open Codes	
L. To practice	2
M. To reinforce	1
Total	34

Table 4.5

*Overview of Knowledge Base for Adaptations: Loretta*

Shulman (1986, 1987)		
Pedagogical Knowledge		10
Content Knowledge		1
Pedagogical Content Knowledge		10
Knowledge of Learner		13
Knowledge of Educational Goals, Values and Means		0
	Total	34

**Change in instructional strategy.** Loretta used her professional knowledge to change the instructional strategy used in presenting a lesson 19 times across four observations by modifying time spent in a lesson section, differentiation, teacher modeling, and student motivation. For example, working with a student in the word work section of observation one, Loretta observed that the student was struggling sorting the word cards into vowel teams. “I noticed...she was struggling with applying the [vowel team] pattern... I realized she needed more practice, and wasn’t ready to move on.” (Loretta, 1, Debrief Transcript, 23-29). Loretta added additional time to practice those particular vowel teams. This monitoring of student progress and adapting instruction accordingly demonstrated metacognition. Loretta reflected that the teaching adaptation was effective for the student because the pattern reviewed filled in a foundational gap that would not necessarily be addressed by the classroom teacher (Loretta, 1, Debrief Transcript, 30-34). Loretta used her observation of the student, and knowledge of the curriculum to make an adaption from the lesson plan to add additional time to practice, as

well as make a note in anecdotal notes to continue to review the area of difficulty in future lessons.

Another example occurred in observation three in the small group setting. Loretta had just finished having the students add details to their graphic organizers from the text, when she changed the number of facts students were supposed to write. The original request was to write two facts about how animals use their eyes from the sections that were covered in the previous days' reading sections. However, due to the amount of time that it was taking to get students engaged back in the text, Loretta changed the demand to just one fact on how animals used their eyes to find food. However, this was not the case for all of the students. One student had finished his first fact rather quickly, and was waiting on the rest of the group. Loretta then leaned in, and prompted, "If you have time, you can start on a second detail" (Loretta, 3, Debrief Transcript, 94-95).

During the lesson debrief interview, Loretta discussed how making sure students are continually engaged, and not missing opportunities to be challenged in the small group setting was important to move students forward. Loretta not only changed the demand of the required number of facts for the group, but she made the decision to differentiate instruction for the student, and push him a bit further. By changing the objective for that particular student and reflecting on her teaching move to challenge the student, Loretta used both pedagogical content knowledge, and knowledge of the learner in that one teaching adaptation (Shulman, 1986). Loretta differentiated instruction for the

students by adjusting demands based on verbal cues, nonverbal cues, and student knowledge during the lesson.

Another way Loretta made a change in instructional strategy was with the addition of teacher modeling. Loretta modeled at many different points in the lessons, but specifically modeled fluency in partner reading. In fluency, Loretta would model pacing, intonation, and reading speed for all three of the individual student sessions Observation One, Two, and Four, but not in the small group session Observation Three. In the final interview, Loretta stated that she differentiates instruction differently between small groups, and individual lessons because she feels that she has more flexibility to cater a lesson toward individual needs whereas the small group, she needs to make sure each student is getting what they need (Loretta, 0, Final Interview, 257-271). For example, while working with a student in observation two in a one-on-one session, Loretta jumped in and partner read, alternating pages of the text with the student. Loretta offered a student choice of who got to read first. Loretta would then alternate between pages, giving her the opportunity to model fluent reading.

Loretta knew that fluency was a need for this student and created the space to model. In the area of answering comprehension questions, Loretta often picked up a pencil or marker to answer the questions right along with her students to model how to write complete answers to comprehension questions. For example, in observation two, Loretta offered the student a choice of two different comprehension questions to answer in writing. After the student selected one, Loretta took the other one, and answered it as

well. When it came time to share answers, Loretta read her answer out loud, modeling complete sentences structure for the student. It is important to note, during the study the teaching of comprehension strategies was not observed, but the modeling of answering comprehension questions was observed in all four lessons (i.e., Loretta, 2, Field Notes, 42-45; Loretta, 3, Field Notes, 43-44, 53-56; Loretta, 4, Field Notes, 35-40). Loretta was observed activating background knowledge before reading a text (Loretta, 3, Field Notes, 28-32), and encouraging students to think about questions while reading (Loretta, 4, Field Notes, 30). However, these strategies were not observed being taught. Drawing from her learning from her professional learning workshops, Loretta used her pedagogical content knowledge to model complete sentence structure when answering comprehension questions.

**Teacher prompts.** Over four intervention observations, Loretta prompted students 12 times for different reasons. One reason to prompt a student is to help make connections. For example, in observation two, Loretta responded to a student who was reading out loud. The student miscued on a word that was one of the vocabulary words that was previously taught in the lesson. By pointing back to the vocabulary card on the chart, she drew the student's attention back to the word twirled that was introduced earlier in the vocabulary part of the lesson (Loretta, 2, Field Notes, 53-54). Drawing from one of her summer book study sessions on vocabulary (Beck et al., 2013), Loretta was using her knowledge of the learner to make connections that she had seen the word before and made the connection to the text.

Another reason to prompt is to reinforce students' strategic thinking. While working with a small group in observation three, Loretta noticed one student had trouble with answering the multi-part comprehension question after reading the text. After Loretta noticed that the first question was answered incorrectly, on the second question Loretta prompted, "Did you reread the question to make sure you answered it?" (Loretta, 3, Field Notes, 63-64). To another student in the same lesson, Loretta said, "I like how you noticed that you didn't answer the question. That was good noticing. One thing you can do after you write your answer is to go back, and reread the question to make sure you answered it" (Loretta, 3, Field Notes, 53-55). Loretta first made the adaptive teaching move to prompt the student's attention to the answer, and then reinforced the student's strategic thinking with a praise. Another example of how Loretta prompted for strategic thinking reinforcement came in observation one. Loretta responded when a student miscalled a word by intervening with the prompt, "Does that make sense?" Loretta stated that she does not always stop a reader when a miscue occurs, but if meaning changed, and the student did not catch it, the goal was to prompt a self-monitoring strategy for future independence.

Loretta made additional prompts in the area of word solving. Some of Loretta's decoding prompts were as simple as beginning letter sounds. For example, in observation two, the student miscalled the word *cried*. Loretta made a quick decision, and said /kr/ (Loretta, 2, Field Notes, 46). The beginning sound prompt aided the student to look through the rest of the word and correctly read it. Loretta gave the beginning sound to aid

in word decoding. Other word solving prompts were more elaborate. For example, in observation four, Loretta responded to a student miscall, and stopped him. Loretta said, “Let’s look at that word again” (Loretta, 4, Field Notes, 42). In this instance, Loretta did not provide the beginning sound, but drew his attention to the word, without identifying the error.

While working later in the lesson, a text feature was completely missed. Loretta stopped the student, and used a non-verbal prompt to point to the text feature. Loretta drew attention to the caption of the photograph. When the student miscalled, Loretta prompted, “Does that make sense?” According to Loretta’s anecdotal notes, she knew that text features were an area of need. “I wanted to keep drawing his attention back to it... about halfway through, he started reading the captions without prompting” (Loretta, 4, Lesson Debrief, 82-90). In this interaction aligns with Loretta’s belief to use a non-verbal prompt to draw student attention to the captions to teach a text feature, as well word decoding prompt to practice decoding strategies, and to be successful in making meaning while reading (Loretta, 0, TDM Questionnaire, 61-74, 192-204). Loretta drew on her knowledge from professional learning that text features are important for students to know and recognize. Loretta felt this adaptation was an effective one because the student started reading the captions on his own during the lesson. Loretta also shared that knowing when to and when not to prompt can be a challenge for her (Loretta, 0, Final Interview, 91-100). Additional examples of prompts can be found in Table 4.6.

Table 4.6

*Overview of Prompt Examples: Loretta*

Prompt Examples (Line Numbers)	
Observation 1	<p>“Does that make sense?” (46)</p> <p>“What does this say?” (96)</p>
Observation 2	<p>“It looks like <i>spikes</i>. Look close” (9)</p> <p>“It could be <i>bloom</i>, look at the letter. /b/” (15)</p> <p>“It does say that sound, what else can say that sound?” (22)</p> <p>“/hw/” (51)</p>
Observation 3	<p>“Let’s look here, do we need this extra l here?” (21)</p> <p>“What do you think?” (40)</p> <p>“Let’s keep reading.” (43)</p> <p>“So what is it asking?” (62)</p> <p>“Did you reread the question to make sure you answered it?” (63-64)</p>
Observation 4	<p>“Let’s reread this page.” (14)</p> <p>“Think about the questions while you are reading.” (30)</p> <p>“Let’s look at that word again.” (42)</p> <p>“/p/” (50)</p> <p>“/kr/” (51)</p>

**Praising.** Loretta praised students often during all four observations. Some of her praises were quick little comments, in the moment to confirm with students accuracy or to build confidence. For example, in the first two observations, Loretta would quickly state, “Nice job,” and “You got it” to keep the lesson moving forward. Loretta stated that she based praise on knowledge of the learner and the understanding that students often perform better with immediate feedback (Loretta, 2, Debrief Transcript, 38-44). Loretta also used her knowledge of the learners in prompting during the other two observations as well. Working in observation four, Loretta noticed while working, the student had trouble accepting feedback in a constructive manner. Loretta noted that and carefully

chose her wording for feedback and praise for the student. For example, “Nice. I like how you stopped to fix it to say what you want” (Loretta, 4, Field Notes, 48-49). Loretta also used praise for strategic thinking reinforcement as well as confidence building. During observation three while working with the small group in the word work section, Loretta had each student take a word card, and rewrite the two words into a single contraction. After the students had a chance to share their answers, Loretta praised the group, “We all did a good job taking two words, and making them into contractions” (Loretta, 3, Field Notes, 21-22). Loretta used the praising opportunity to reinforce that a contraction is made up of two different words. Loretta used her knowledge of the learner as well as her pedagogical content knowledge for strategy reinforcement through praise. Through her experience as a literacy specialist, Loretta knows to use praising to build confidence as to well as reinforce literacy behaviors in both small group, and individual lessons.

Table 4.7

*Other Praise Examples: Loretta*

	Praise Examples (Line numbers)
Observation 1	<p>“Nice job” (37)</p> <p>“I like how you are already wondering about what animals live in the desert” (86-87)</p>
Observation 2	<p>“I like how you are going back.” (7)</p> <p>“You got it” (10)</p> <p>“I like how when you got to words you didn’t know, you tried them”(16)</p>
Observation 3	<p>“We all did a good job taking two words and making them into a contraction.” (21-22)</p> <p>“I like how you noticed you didn’t answer the question. That was good noticing” (53-54)</p> <p>“You did a nice job reading accurately” (59-60)</p>
Observation 4	<p>“I like how you explained the word hunt in your answer, you went above and beyond. Nice job.” (39-40)</p> <p>“Nice. I like how you stopped to fix it to say what you want.” (48-49)</p>

**Summary of adaptations.** While working with students as a literacy specialist, Loretta continued to advance her learning through professional learning. A few professional resources that she mentioned as influencing her practice were *Visual Learning* (Fischer, Frey & Hattie, 2016), *Guided Reading in Action* (Richardson, 2012a, 2012b), and the *Next Step in Guided Reading* (Richardson, 2009) (Loretta, 3, Debrief Transcript, 128-140). The studying of these texts as well as training continued to add to her pedagogical content knowledge (Shulman, 1986) of how to teach literacy.

The types of adaptations that were explored were change in instructional strategy, teacher prompts, and praising. For the purpose of discussion, four of the Parsons original

codes were collapsed into one open code called change in instructional strategy (see Figure 4.8). Through the change of instructional strategy type of adaptation, Loretta used additional time for student practice; she differentiated instruction, and modeled reading behaviors for students. Second, Loretta used prompts to make connections, reinforce reading behaviors, and to promote word solving. Third, Loretta used praising that consisted of quick comments to continue moving a lesson forward, to build confidence, and reinforce strategic thinking previously taught. The elements that contributed to Loretta's decisions to adapt instruction included teaching experience, foundational master's program learning, as well as professional learning of reading texts, and attending professional learning sessions. Loretta used her deep knowledge of each learner (Shulman, 1986) to adapt instruction before, during, and after lessons. In the next section, I will summarize Loretta before moving on to the second case study.

### **Summary of Loretta**

Loretta had much experience working with struggling readers and writers in the literacy intervention setting. In this section, I shared that as a literacy specialist, Loretta adapted district literacy resources to meet the needs of her learners in the area of vocabulary. She also used time around literacy intervention lessons to have conversations about topics outside of school to gauge interests, and to develop a personal relationship with students, deepening her knowledge of each learner. Loretta used this knowledge to adapt instruction with students individually, as well as in small groups. It is this

knowledge of the learner that helped her craft instruction based on preplanned lessons, but incorporating the moment teaching adaptations.

As an adaptive teacher, Loretta responded to student strengths, responses to instruction, and her deep knowledge of pedagogical content knowledge as well as knowledge of learners (Shulman, 1986). In this case study, I discussed Loretta's background and experience with teaching literacy intervention. I described her school, and classroom settings, as well as the resources she used, and the intervention schedule she followed. I also discussed what literacy instruction looked like in her intervention setting, as well as how she planned to teach those lessons. I highlighted adaptive teaching moves from the four observations conducted in her classroom.

### **Jeanette**

Jeanette was the subject of the second case study. Like Loretta, I observed four literacy intervention lessons in Jeanette's classroom in an effort to discover adaptive decisions, and the reflections behind them. All four observed lessons were in the one-on-one setting. Over the two hours of observations, Jeanette made 44 adaptations during literacy instruction (see Appendices K and L). Her adaptive teaching moves made during her literacy lessons show her strength through experience, as well as a highly training literacy specialist.

### **Professional Background**

Jeanette is a veteran teacher with more than 20 years of experience in education. She graduated from a metropolitan public university in the south in 1995 with her

Bachelor of Science in Education. During her last student teaching internship before graduation, Jeanette was able to work in a second grade classroom in a reading and writing research elementary school associated with the university she attended. There, she learned how to conduct read alouds, teach whole group interactive writing, and differentiate lesson plans for guided reading. At that time, the majority of the instruction was done through differentiated centers for all subject areas. Jeanette was challenged to write lesson plans for all the learning centers, as well as writing guided reading lesson plans for the guided reading groups. “I really learned a lot there about current things we are doing today that not everyone was doing yet, back then” (Jeanette, 0, Final Interview Transcript, 319-320). She then took her experiences from student teaching, and received a substitute job right out of college.

Jeanette began working as a permanent substitute at a local elementary to work with first and second graders who needed extra one-on-one or small group reading instruction. Jeanette felt that the experience working in the reading and writing research elementary during her student teaching gave her the opportunity to implement and practice some of the instruction she received through her bachelors program. “I think it really worked out to my benefit to be able to use those [instructional] strategies that I had learned, right out of the gate” (Jeanette, 0, Final Interview, 115-121).

After her experience at the research school, Jeanette’s family relocated to the northern part of the United States. She got hired as a teacher’s aide at the middle school level where she worked with English language learners to support them at their level of

need for one school year. For example, Jeanette helped students with work completion, spelling practice, or prepare for an assessment. Her passion continued to be primary aged children so the next school year, she applied at the elementary level to become a classroom teacher. She interviewed and received a fourth grade teacher assignment at her current school, Lilly Elementary (pseudonym). As a self-contained fourth grade classroom teacher, Jeanette taught all subjects including literacy. Because this was her first classroom experience outside of student teaching, Jeanette followed the whole group literacy instruction that was prevalent in the district at the time. She would teach from a basal reading program where every student was reading the same texts, at the same time. There was little to no differentiation through the literacy program, which went against what she learned in her bachelor's program. "I did notice that kids were at different levels, and not every student could fluently read the story we were on" (Jeanette, 0, Final Interview Transcript, 362-367). She spent two school years working as a fourth grade classroom teacher, and then when a first grade teaching opportunity became available, she asked to change grade levels.

Jeanette then spent 11 years working as a first grade classroom teacher, but her role changed over the years. During the first year as a first grade teacher, she was again faced with the whole group literacy instruction curriculum. Jeanette did the best she could with the curriculum she was given to meet the needs of her learners. She did not just use the curriculum that was given to her by the district. She added in whole group interactive writing and read alouds that she had learned to do during her bachelor's program in

student teaching (Jeanette, 0, TDM Questionnaire, 277-290). Jeanette invited the reading specialist into her classroom and divided up half the class for smaller reading lessons rather than whole group. Even with that modification, Jeanette watched her low readers struggle. “It is so sad when I think back on that first year, I feel that I let them down because of that” (Jeanette, 0, Final Interview Transcript, 388-392). That next school year, the superintendent changed the literacy curriculum and sent teachers out to be trained for Reading Recovery. Reading Recovery is a “system-wide intervention that involves a network of education, communication, and collegiality designed to create a culture of learning that promotes literacy for high-risk children” (Lyons, Pinnell, & Deford, 1993, p. 2). The literacy instruction switched from whole group to small group guided reading. The superintendent wrote grants for the professional training of Reading Recovery teachers and guided reading instruction for classroom teachers. Additional monies were received to purchase leveled readers and additional resources needed for a guided reading program. “That was when it all turned around for us...I was able to teach reading the way I knew it should have been taught” (Jeanette, 0, Final Interview Transcript, 402-403).

Jeanette continued to teach literacy in the guided reading setting until she was asked to consider being trained for Reading Recovery, four years later. Due to her record of successful teaching experiences with young children over the past 13 years of classroom experience, she was selected to be trained, and was part of the 2008-2009 training class through a local Reading Recovery university training center. “I was super excited to be chosen to get trained for that. I knew that was something that I would really

love to do” (Jeanette, 0, Final Interview Transcript, 412-413). Jeanette spent two years in the combined role of part day Reading Recovery teacher and part day first grade classroom teacher. After the two years in this dual role, a Reading Recovery teacher retired, and Jeanette applied for the position. Jeanette received the Reading Recovery teacher position and then started not only seeing additional Reading Recovery students, but also other students who needed literacy intervention support as well. Jeanette held that role until the end of the 2015-2016 school year.

The Reading Recovery training and professional learning model was something that sparked Jeanette to pursue additional learning. She decided to continue her learning with a Master’s Degree in Reading with a Reading Specialist endorsement in 2014. The following school year, the literacy coach retired from the school district, and Jeanette assumed the coaching role, in addition to the Reading Recovery role, and the interventionist role working with kindergarten, first, second, and third grade students and teachers.

Adaptive teaching requires educators to have a deep understanding of content, pedagogy and curricular knowledge (Parsons, Ankrum & Morewood, 2016). Throughout her teaching in all three roles, Jeanette continued to read books and attend conferences and workshops to further her professional knowledge. Experts she mentioned who influenced her practice were Marie Clay, Jan Richardson, Irene Fountas, Gay Su Pinnell, Betsy Kaye, and Cris Tovani. At the time of this study, Jeanette had been working with

Reading Recovery students for 10 years and was one of two Reading Recovery teachers working in the building.

**Reading Recovery training.** Jeanette was part of the 2008-2009 Reading Recovery training class through her school district. During that training year, Jeanette participated in a full academic year of professional learning with graduate credit under the guidance of a registered Reading Recovery teacher leader. The full year consisted of two courses total, the first being where she learned about how to administer the *Observation Survey* (Clay, 2002, 2005, 2016), take and analyze running records, as well as write reports for student strengths and needs describing the child's literacy processing. During the additional courses, she participated in a weekly class in which she observed live teaching sessions, participated in class discussions regarding the child and teacher interactions that contributed to independence in reading and writing. Theory study and observing a live lesson shared experience (commonly called behind-the-glass) was the focus of the learning. During this time, teachers who were being trained also worked with four Reading Recovery students during the day, which enabled them to immediately practice and use the knowledge gained through the coursework. Also, the teacher leader came and observed Jeanette working with students, and was able to give in the moment coaching to help hone the craft of teaching literacy. Trained teachers are consistently integrating theory and practice to adapt instruction to student needs on the fly. They design instruction specific to student needs, using close observing and recording reading behaviors.

Since completing the initial training, Jeanette continues to participate in intensive professional learning through Reading Recovery on a yearly basis. Ongoing professional learning is a required part of Reading Recovery. Teachers meet four to six times across a year and observe live teaching sessions to problem solve teaching decisions that support a child's growth in literacy. The training was essentially a continuation of the theory study, refinement of observation of children's reading behaviors, and teacher reactions to those behaviors for each child. Trained teachers continue to participate in a minimum of six professional learning sessions each year with a teacher leader and colleagues. At least four of the sessions provide opportunities to observe and discuss live teaching sessions, commonly referred to as behind-the-glass. Jeanette related that behind-the-glass sessions were powerful because through professional discussions, she realized that time was being lost in the conversations centered on writing. In other words, Jeanette was spending more than the suggested two minutes on the student formulating the sentence, and then running out of time.

Instead of allowing extended time for discussion and student prompted change of a story, Jeanette would prompt the writing of the first story the student provided (Jeanette, 4, Debrief Transcript, 63-69), therefore continuing to move forward with the lesson. Jeanette also learned from teacher leader visits that involved lesson observations and collaborative discussions of teaching decisions. For example, Jeanette was struggling with how to move a student forward. The teacher leader came to observe Jeanette working with the student. This observation enabled both parties to open up a professional

conversation to problem solve, and discuss modifications in the lesson planning or adaptations that were being made to support the student at the current level (Jeanette, 2, Debrief Transcript, 44-46). The teacher leader visit and collaborative discussion centered on teaching adaptations, provided Jeanette the time and space to think deeply about her practice, which is a critical part of being an adaptive teacher.

Jeanette met with other Reading Recovery trained teachers, not only from her district, but also from other local school districts that used the Reading Recovery intervention. The group usually met monthly to have professional conversations, read research articles, and watched live teaching lessons. A Reading Recovery trained teacher leader led the professional discussions that centered on teaching moves and enhanced learning through observation and discussion. This collaborative group also had the opportunity to consult with each other and to problem solve teaching strategies, as well as next steps for a particular student. This group was part of cluster visits where a teacher seeking additional support could have the group watch him or her teach, and received feedback or suggestions. They also participated in book studies, as well as attended conferences and institutes to deepen professional learning. The book studies included deepening professional knowledge of Dr. Clay's work, and research articles from the *Journal of Reading Recovery Research* journal. The book study at the time of this study was *Literacy Lessons: Designed for Individuals* (Clay, 2016).

Jeanette felt that the ongoing professional learning experiences, teaching behind the one way glass, and the professional discussions around teaching were where she

learned the most (Jeanette, 0, Final Interview Transcript, 238-240). After she completed the training, she felt that she had a full understanding of the reading process, how to prompt students, and how to help them be successful (Jeanette, Preliminary Interview Transcript, 32-38). Throughout the initial, debrief and final interviews, Jeanette discussed how the Reading Recovery training was “top notch,” and pushed her thinking, and professional learning (Jeanette, 0, Preliminary Interview Transcript, 103-108). The Reading Recovery training has deep roots in the adaptive teaching framework through careful observations of behaviors and adapting instruction based on deep pedagogical content knowledge.

**Jeanette’s professional roles.** During the study, Jeanette worked full time in a role with three different assignments that developed over the years (see Figure 4.9). The three roles that will be described are the coaching role, the interventionist role, and the Reading Recovery teacher role.

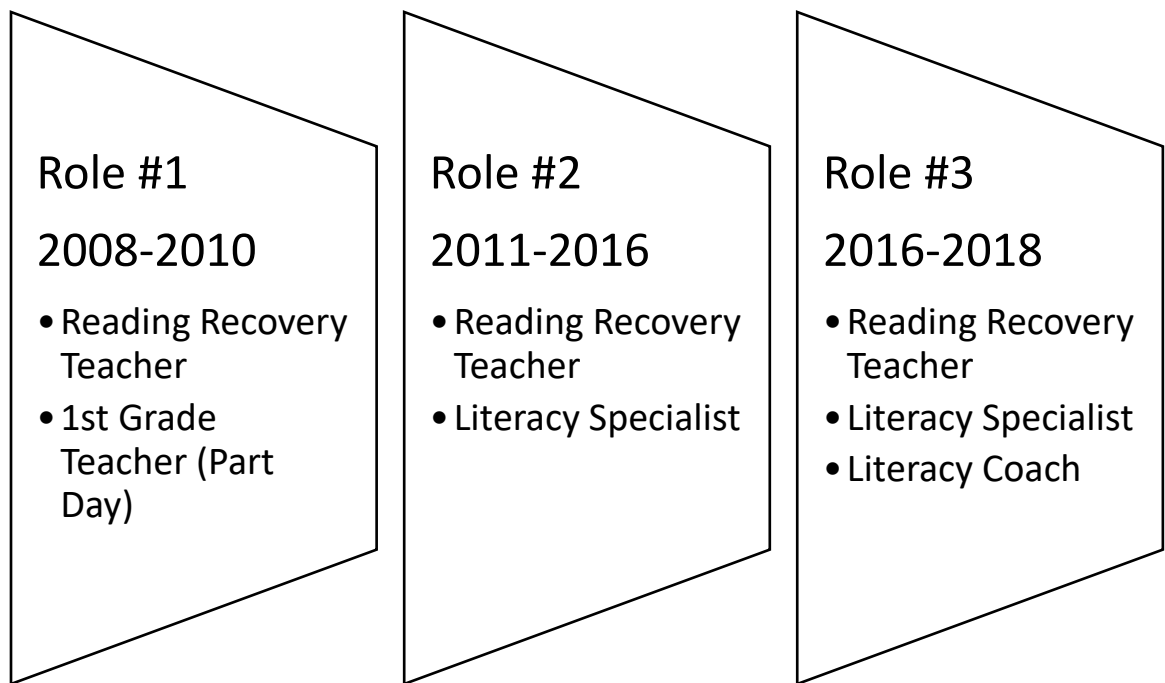


Figure 4.9: Professional roles: Jeanette

**Coaching role.** After the previous literacy coach retired, Jeanette assumed the additional responsibilities to mentor and coach classroom teachers in the area of literacy instruction. Based on her knowledge of coaching she received in her master's program, Jeanette works with teachers to help them develop their literacy skills so they can help students succeed in the classroom. She offered times for teachers to come and watch her teach a lesson, and then had a debrief conversation afterward (Jeanette, 0, Preliminary Interview Transcript, 126-130). She also was invited into classrooms to provide feedback to teachers who were seeking additional support. She trained classroom teachers on how to use the Benchmark Assessment System (Fountas & Pinnell, 2010a), and how to obtain instructional and independent reading levels by taking and analyzing running records.

She also worked with classroom teachers on guided reading instruction and at the time of this study, had initiated a book study of *The Next Step in Guided Reading* (Richardson, 2009). Jeanette used her knowledge from her master's program, Reading Recovery training, and other sessions from professional conferences and book studies to coach classroom teachers, as well as provide additional professional learning for classroom teachers in the area of literacy instruction (Jeanette, 0, Preliminary Interview Transcript, 58-60).

***Interventionist role.*** At the time of this study, Jeanette was working with small groups of kindergarten, first, second, and third graders in addition to the students in the Reading Recovery intervention. These students received additional intervention literacy services through an intervention role using the LLI program. Jeanette met with these students 4 to 5 times a week, in 25-30 minute sessions using the LLI program for guided reading and writing. Some of these students could have been former Reading Recovery students that Jeanette worked with in the past.

While working with students using the LLI program, Jeanette drew from her professional training like Reading Recovery, conferences, and independent book studies. One example of the knowledge used to plan lessons was adding a self-reflective element to have student think about their own efforts to make meaning after reading a text (Jeanette, 2, Debrief Transcript, 138-140). During a typical LLI lesson, Jeanette described the lesson components as word work, reading texts at instructional levels, comprehension skills and writing about reading or a personal experience. "I stick to the

framework of the LLI series because it is researched based” (Jeanette, 0, Final Interview Transcript, 489). The Reading Recovery and LLI are based on similar theories of learning and are adaptive in nature. Both programs focus on careful observation of reading behaviors to make adaptations to push student growth, however each program goes about it differently.

***Reading Recovery teacher role.*** Jeanette is one of two teachers that were trained in Reading Recovery and split the case load of the first grade students who needed Tier 3 level of literacy support. Jeanette worked with 8 Reading Recovery students, with the first series lasting 12-20 weeks and a second series of lessons in the second half of the year (Jeanette, 3, Debrief Transcript, 198-205). In Reading Recovery, it was the teacher’s role to be a careful observer of reading and writing behaviors during the lessons. This included writing lesson plans, using assessments like Clay’s *Observation Survey* (2002, 2005, 2016), as well as running records, and student writing samples to inform daily instruction.

### **Experience with Literacy Instruction**

Jeanette had a great deal of experience with literacy instruction. From her bachelor’s program, Jeanette felt that she had the background knowledge to build on and felt it worked out to her advantage to be able to use the teaching strategies she had learned in student teaching right away in that first teaching experience as a permanent long term substitute. That experience provided Jeanette an opportunity to practice her craft of teaching. Jeanette was able to work with students in guided reading, one-on-one,

or in small groups. “It was very nice because I got to implement the instruction that I had gotten as a student teacher...right away” (Jeanette, 0, Final Interview Transcript, 118-121).

Through her various roles, Jeanette was able to draw on professional learning and training to be adaptive. As a coach, she was able to pull from her master’s degree training as well as from professional conferences and workshops that offered sessions on coaching (Jeanette, 0, Preliminary Interview, 63-69). From book studies and independent professional reading, she learned different ways to teach words to children. For example, in observation two, Jeanette used the strategy from *The Next Step Forward in Guided Reading* (Richardson, 2016) to play the game *What’s Missing* with the sight word like. Also, a strategy was used from the same book in observation one while playing mix and fix. Jeanette believed that the Richardson text was a useful reference texts with some great ideas on how to build visual memory of words (Jeanette, 2, Debrief Transcript, 237-244). Having students self-evaluate by asking them “How did you do?” or “How do you think you did reading today?” were some strategies that she learned from a professional conference. “I want them to be able to evaluate themselves and know if that was a good read or not” (Jeanette, 2, Debrief Transcript, 131-140). Jeanette’s knowledge gained from these various experiences enabled her to make those in the moment adaptations to student responses during literacy lessons.

Through her Reading Recovery training, Jeanette shared that she was able to fine tune her craft of teaching. Jeanette felt that the Reading Recovery training was more

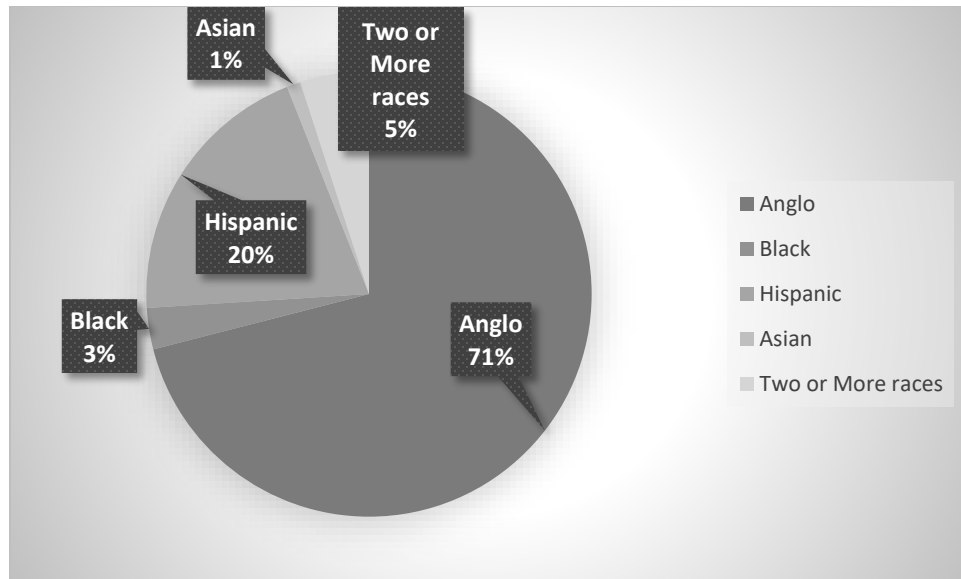
beneficial than her master's courses were because of the hands on element of working with a student after the first week (Jeanette, 0, Final Interview Transcript, 267-281). Through the master's program, she was exposed to and learned about similar topics and methods, but it was different when applying the new learning on a daily basis with a student, rather than just reading an article and reflecting upon it (Jeanette, 0, Final Interview Transcript, 268-275). As a first grade teacher, Jeanette noted that she had trouble articulating how her students were having difficulty with reading but after her Reading Recovery training, "it all made sense" (Jeanette, 0, Final Interview Transcript, 254-255). In other words, through Reading Recovery training, Jeanette worked to build the pedagogical content knowledge of literacy learning and was able to use that knowledge to adapt instruction and support student learning.

Results from the *Profile for Teacher Decision Making* (Griffith, 2011) indicated that she believed in the importance of student-centered teaching. She reported that the standards and the curriculum should influence teaching adaptations to a lesser degree than the needs of their students. Jeanette stated that, in practice, students' responses and needs guided her teaching decisions. Findings of the study confirmed the self-reported belief and practice that Jeanette made decisions regarding student-centered teaching.

### **Description of the School, Classroom Setting, Resources, and Schedule**

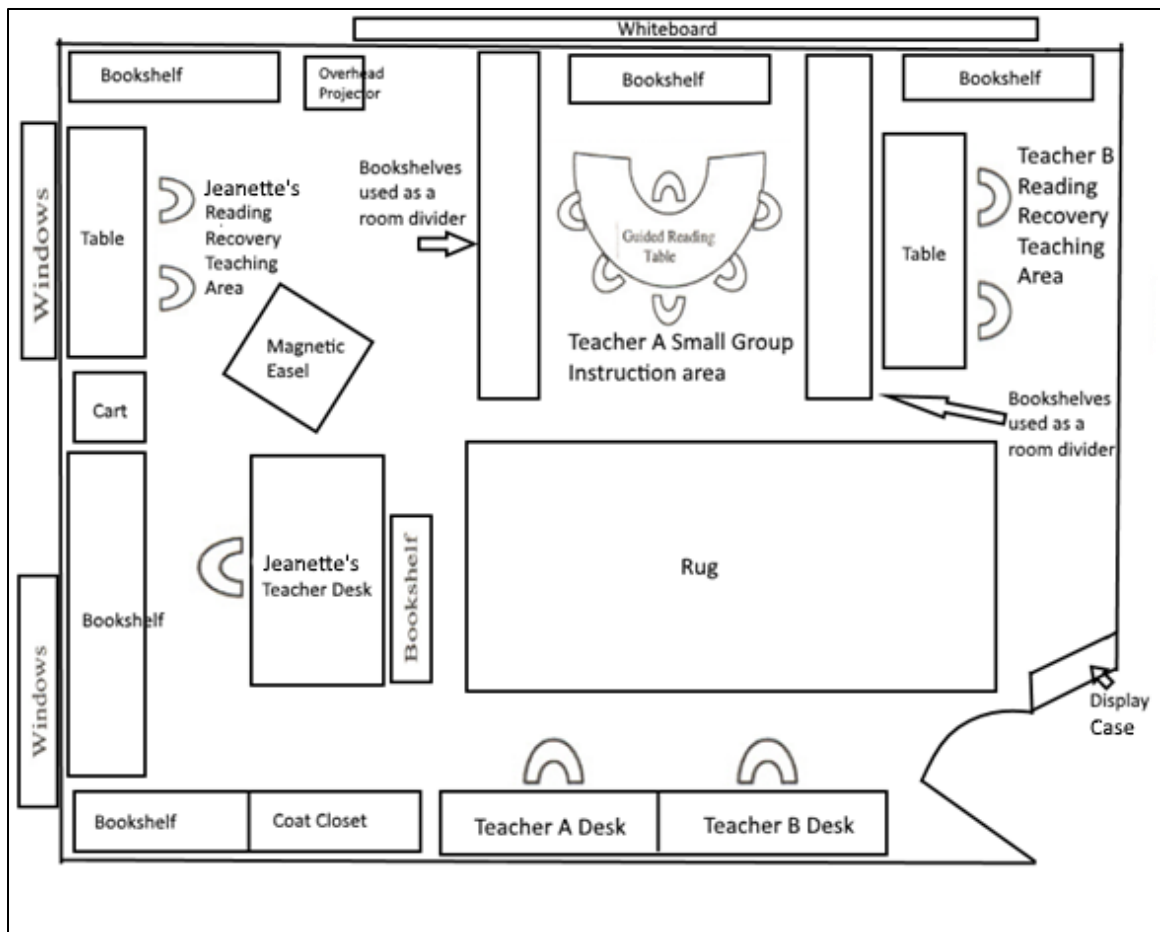
In this section, I describe the school setting, the classroom setting, the resources available to Jeanette for literacy intervention and the schedule she followed to see her students.

**Description of the school.** Jeanette is the only faculty member in the combined role of Reading Recovery teacher, interventionist, and literacy coach at Lilly Elementary. During the study, there was one other Reading Recovery teacher who shared the caseload for Reading Recovery and the interventionist role of working with children. An additional instructional aide also shared the caseload of students in a similar interventionist role, working with students outside of the Reading Recovery intervention. Lilly Elementary housed pre-kindergarten through fourth grade and was the only elementary school in the school district. During the 2017-2018 school year, the average enrollment was around 475 students and the ethnic distribution included 71% Anglo students, followed by smaller percentage of Hispanic students (see Figure 4.10). Students at Lilly Elementary had the opportunity to participate in many different experiences. Learning opportunities that were available for students were band, orchestra, and choir, all offered during the school day. Other opportunities that were available for students offered either before or after school were running club, homework club, jewels and gem club, soccer club, math club, and gymnastics club. The majority of these clubs were offered afterschool with a program time that ran until 3:30 pm.



*Figure 4.10: 2017-2018 Lilly Elementary student population ethnic distribution*

**Description of the classroom.** At the time of this study, Jeanette’s classroom was situated on the ground level of the school. Her classroom space was shared with two other teachers and was located between the second and first grade classrooms. The space had average ceilings, a tiled floor, and two medium sized windows across the back wall. The room was divided into three sections with bookshelves acting as dividers (see Figure 4.11). Those bookshelves housed an extensive literacy library, leveled books, professional resources, games, and lesson supplies (dry erase boards, dry erase markers and erasers, magnetic letters, pencils, index cards, writing journals and colorful markers).



*Figure 4.11:* Classroom diagram: Jeanette

The area where Jeanette specifically worked was a table, pushed up against a wall at the far end of the classroom, and facing a window where the blinds were closed. Jeanette sat on the same side of the table as the student with all of her lesson materials in front of her. Next to the table, was a bookshelf that held her personal professional resources as well as sight word index cards, games and additional writing supplies (blank paper, pencils, markers, a ruler, a large eraser). Right behind the work table was a large, stand alone, magnetic easel. This easel held many magnetic letters arranged in different

patterns and would be used during a specific section of the lesson. Specific lesson resources will be discussed in the next section.

There was evidence that the classroom was set up to support literacy intervention lessons. On the table where Jeanette worked with students, colorful bins measuring 5 ¼" x 14" X 7 ¼" high lined the table, identified with their name. The student bin housed previous books from lessons, writing journal, magnetic letter board with letters for the day's activity, writing markers, and a lesson plan notebook. The lesson plan notebook was a three-ringed notebook that held student information including lesson plans (current and previous lessons), running records, anecdotal notes and any additional information pertaining to the student. All of these materials were right in front of the work area and were easily accessible during the lesson for Jeanette to access as she made adaptations during her lessons.

**Description of resources.** While working with students, Jeanette used two different resources for the literacy intervention lessons. Like Loretta, Jeanette used the LLI program (Fountas & Pinnell, 2009) with students she saw who were not in the Reading Recovery intervention. These students include first graders that had exited the Reading Recovery intervention, as well as all second and third grade students that receive additional literacy support. Unfortunately, due to the restrictions placed on me by my employer, I was limited to the amount of time I could be out of my school setting. The only times where my schedule and Jeanette's matched for observations were the first hour of the school day. Therefore, due to scheduling, none of the observations occurred

while Jeanette was using the LLI program with students and only occurred during the Reading Recovery lessons.

The other resource framework that Jeanette used was Reading Recovery. All four observations occurred during the Reading Recovery framework lessons. Reading Recovery is commonly described as a half hour, daily, one-on-one intervention program for the lowest children having difficulty in reading in first grade, taught by a specially trained teacher. However, this is only partially correct. Reading Recovery focuses more on the teachers' professional growth than on a specific set of materials. Therefore, "it is a system-wide intervention that involves a network of education, communication, and collegiality designed to create a culture of learning that promotes literacy for high-risk children" (Lyons et al., 1993, p. 2).

Since the Reading Recovery intervention is not bound to a particular set of materials, either texts or workbooks, Reading Recovery teachers use transitional texts (usually termed "little books"), and trade books (commercially published books sold in bookstores and available in libraries) rather than text books or anthologies. Teachers can select from a list of several hundred books that would support the individual student interest, and needs on their instructional levels (Pinnell, DeFord & Lyons, 1988). The texts used typically increased in difficulty on a gradient of 20 levels. The selection of the appropriate new book is a decision making process that draws on the trained teacher's knowledge of the learner (Shulman, 1986) through careful observations and noting of

reading behaviors. It is the careful observations of reading behaviors that are the basis of adaptive teaching.

**Description of the schedule.** Jeanette's intervention schedule was created in collaboration between herself and classroom teachers. Unlike Loretta's school, Lilly Elementary did not have a designated intervention block time for intervention services. Jeanette worked with classroom teachers to determine the best times to pull students from classrooms for Reading Recovery and literacy intervention services.

Lilly Elementary followed a regular school schedule four days a week. School hours were 7:45am to 2:20 pm on Mondays, Tuesdays, Thursdays, and Fridays (see Table 4.8). On Wednesday of every week, school dismisses early at 12:45pm for staff meetings and professional learning. The early release Wednesday schedule allowed Jeanette the opportunity to coach teachers regarding guided reading and literacy instruction.

Table 4.8

*Sample Intervention Schedule: Jeanette*

Sample Daily Intervention Schedule (Regular Schedule 7:45-2:20)			
7:50-8:20	Reading Recovery 1st Grade Student	11:20-11:50	Reading Recovery 1st Grade Student
8:25-8:55	Reading Recovery 1st Grade Student	11:55-12:20	2nd Grade Reading Improvement
9:00-9:25	2nd Grade Reading Improvement	12:35-1:05	Lunch
9:30-10:00	Kindergarten Interactive Writing Group	1:10-1:40	Reading Recovery 1st Grade Student
10:05-10:35	1st Grade Reading Improvement	1:40-2:15	3rd Grade Reading Improvement
10:35-11:20	Planning	2:20	Dismissal

Sample Daily Intervention Schedule (Early Release 7:45-12:45)			
7:50-8:20	Reading Recovery 1st Grade Student	11:30-11:55	2nd Grade Reading Improvement
8:30-9:00	Reading Recovery 1st Grade Student	12:00-12:30	Lunch
9:05-9:35	Reading Recovery 1st Grade Student	12:30-12:45	Reading Recovery 1st Grade Student
9:40-10:10	Reading Recovery 1st Grade Student	12:45	Dismissal
10:15-10:30	1st Grade Reading Improvement		
10:30-11:20	Planning		

### **Literacy Intervention Instruction in Jeanette's Classroom**

Over the four observations, Jeanette worked with four, first grade students, one-on-one, on a daily basis for 30 minutes within the Reading Recovery framework. Students that qualify for the program are in the lowest 20% achievement group of their first grade class in reading.

The Reading Recovery lessons in Jeanette's classroom typically followed a routine, consistent structure but were adapted for each individual student based on student needs. The basic structure of the Reading Recovery lesson plans were reading familiar books, running record of yesterday's new book, word work, writing, introduction of the new book, and new book first read (see Figure 4.12). Depending on the length of the text, the familiar read section of the lesson might encompass 1 to 3 books. The word work section of the lesson occurred at several different parts of the lesson, with some lessons starting with sight word practice (Jeanette, 2, Field Notes, 6-19). At other times, sight word practice came after the running record text (Jeanette, 3, Field notes, 38-46).

Familiar Reading	<ul style="list-style-type: none"> <li>• Favorite books at student's independent level to practice for fluency and enjoyment of reading</li> </ul>
Running Record Book	<ul style="list-style-type: none"> <li>• Running record from yesterday's new text</li> </ul>
Write a Story	<ul style="list-style-type: none"> <li>• Student constructs a message from personal experience or about reading</li> </ul>
Letter Work, Breaking Word Work and Analysis	<ul style="list-style-type: none"> <li>• Learning how words work, fast processing with letter knowledge, sight words</li> </ul>
New Text	<ul style="list-style-type: none"> <li>• Child was introduced to a new book that would be expected to read without help the next day</li> </ul>

*Figure 4.12: Lesson plan components: Jeanette*

Through her professional training and teaching experiences, Jeanette believed motivation played a big part in reading performance. “If you can make them feel excited about reading... they want to read a book. That is why I let them choose books that they enjoy reading” (Jeanette, 3, debrief transcript, 94-104). Jeanette learned about book selections and student motivation through her teaching experience in first grade and her Reading Recovery training. At the beginning of a Reading Recovery lesson, the reading of familiar books helps with the practice of fluency and keeps them excited about

reading. This was a time that Jeanette could have a student select a text because “kids are more motivated to read it if it’s their choice” (Jeanette, 3, Debrief Transcript, 103).

Jeanette also believed in meeting students where they were in the moment. Through her Reading Recovery training, she was taught how to focus on student strengths and design instruction to their needs, which is directly aligned with the principles of adaptive teaching. For example, if a student had a strong sense of sight words at that time, then the word work would have a different focus. One of the foundational principles of Reading Recovery is to build upon a known for students. Jeanette spent the first ten lessons or so in the Reading Recovery framework to learn and get a deeper understanding of what a student knows so that new learning can be built upon a known concept. Along with running record data, Jeanette would craft lesson plans to build upon student knowledge, as well as, think about prompts that she would need to use in the lesson (Jeanette, 0, Final Interview Transcript, 133-136), noting them on the lesson plan (Shulman, 1986).

### **Planning for Literacy Intervention Instruction**

One of the components of literacy intervention is planning. This section will first discuss the background of the Reading Recovery lesson plan. Next, I will discuss the different teacher notes Jeanette took during the observations. Finally, I will discuss the different data and resources that Jeanette used to plan the literacy intervention lessons.

**Background of lesson plans.** As a Reading Recovery trained teacher, Jeanette used the lesson plan framework to design lesson plans based on student needs (Jeanette,

0, TDM Questionnaire, 221-233). For example, not every student has a word review planned. Students who have reviewed their sight words at home do not need the additional support during the lesson. If a student struggles with retrieving sight words when needed, then the word review section would be incorporated in the lesson plan (Jeanette, 0, Final Interview Transcript, 1462-167).

Written lesson plans were individualized and purposeful for each child. However, parts of a lesson plan could be routine. There are certain components of a Reading Recovery lesson plan that are needed for program fidelity. Those components are reading a familiar book, the running record book, word study, introducing a new book, writing a story, and word work (Jeanette, 0, Final Interview Transcript, 203-206; Lyons et al., 1993). Jeanette would follow the routine lesson components to plan her lessons, but adapted the content for each student. One of the nuances of a Reading Recovery lesson is echoing. In Reading Recovery, lessons echo from one point to another. For example, if *ay* is a word pattern being worked on for word work, a sight word might have an *ay* in it as well as the text selected for the next few lessons to help make the concept solid (Jeanette, 1, Debrief Transcript, 195-205). In short, Reading Recovery lessons are planned to create opportunities for the student to problem solve in a supported environment to develop strategic behaviors in both reading and writing. Reading Recovery teachers are encouraged to use their metacognition, knowledge, and careful observations to be adaptive in their teaching.

**Teacher notes.** Since Reading Recovery is a framework that builds on student strengths, detailed notes through close observation were taken on each success and struggle during a lesson. These handwritten notes are used to adapt instruction in the moment as well as in future lessons. They also included writing directly on the Reading Recovery daily lesson record (see Figure 4.13), and included running records. During readings, Jeanette noted how a student broke words apart for decoding or how a student cross checked. For example, working in Observation Two, Jeanette noted when a student struggled with decoding the word ran. She noted that the word was broken out into the individual sounds, rather than the word family that had been previously practiced (Jeanette, 2, Debrief Transcript, 222-223). Another example was when a compound word was read segmented, and then the student went back and read with expression (Jeanette, 2, Debrief Transcript, 310-311). The notations showed that Jeanette was drawing from her Reading Recovery training of the close noticing of reading behaviors and noticing for future review of adaptive teaching moves. These notes were placed in a student binder for reference and use when planning future lessons.

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DAILY LESSON RECORD				
NAME: _____		DATE: _____		
FAMILIAR READING	NEW TEXT	STRATEGIC ACTIVITIES ON TEXT		LETTER WORK, BREAKING, WORD WORK AND ANALYSIS
		Observed	Prompted	

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WRITING		CUT-UP STORY, SPACE, CONCEPTS, SEQUENCE, AND PHRASING	COMMENTS ON ANY PART OF THE LESSON
MESSAGE COMPOSED	CONSTRUCTING WORDS, GAINING FLUENCY		

*Figure 4.13: Daily lesson record*

**Data considered when planning lessons.** When it came time to plan lessons for her students, Jeanette would think about the next steps the student would need to know, adapting each lesson to meet the students’ needs (Jeanette, 0, TDM Questionnaire, 19-24). These actions of lesson planning are a demonstration of Jeanette’s metacognition. Jeanette would review the student data that was stored in notebooks. Student notebooks contained previous lesson plans, running records, and assessment data. Jeanette would review recent lesson plans, running records and take note of patterns in reading behaviors. She would also consider what gave the student difficulty in the text and plan for supports for the next lesson. For example, when discussing next steps, Jeanette noticed that a student was not looking through the entire word and was missing the word endings.

The instructional focus for the next lesson was to draw the student's attention to look at word endings (Jeanette, 3, Debrief Transcript, 56-58). A review of known sight words helped to assist in the selection of the next text as well as background knowledge. "I do try to put a lot of thought into what [book] would be a good fit for that child...by thinking about...if they might have background knowledge that could help them" (Jeanette, 4, Debrief Transcript, 109-113). This statement illustrates her metacognition for planning texts for background knowledge. She was considering not only the student's background knowledge, but what would help him in the next part of the lesson as well. However, that wasn't always the case. In Observation Four, Jeanette selected a new book on sledding, but the student had little background knowledge of sledding to build on. Instead of activating background knowledge, she ended up building background to help the student be able to cross check different cueing systems. She adapted her lesson when she recognized the area to build up background knowledge.

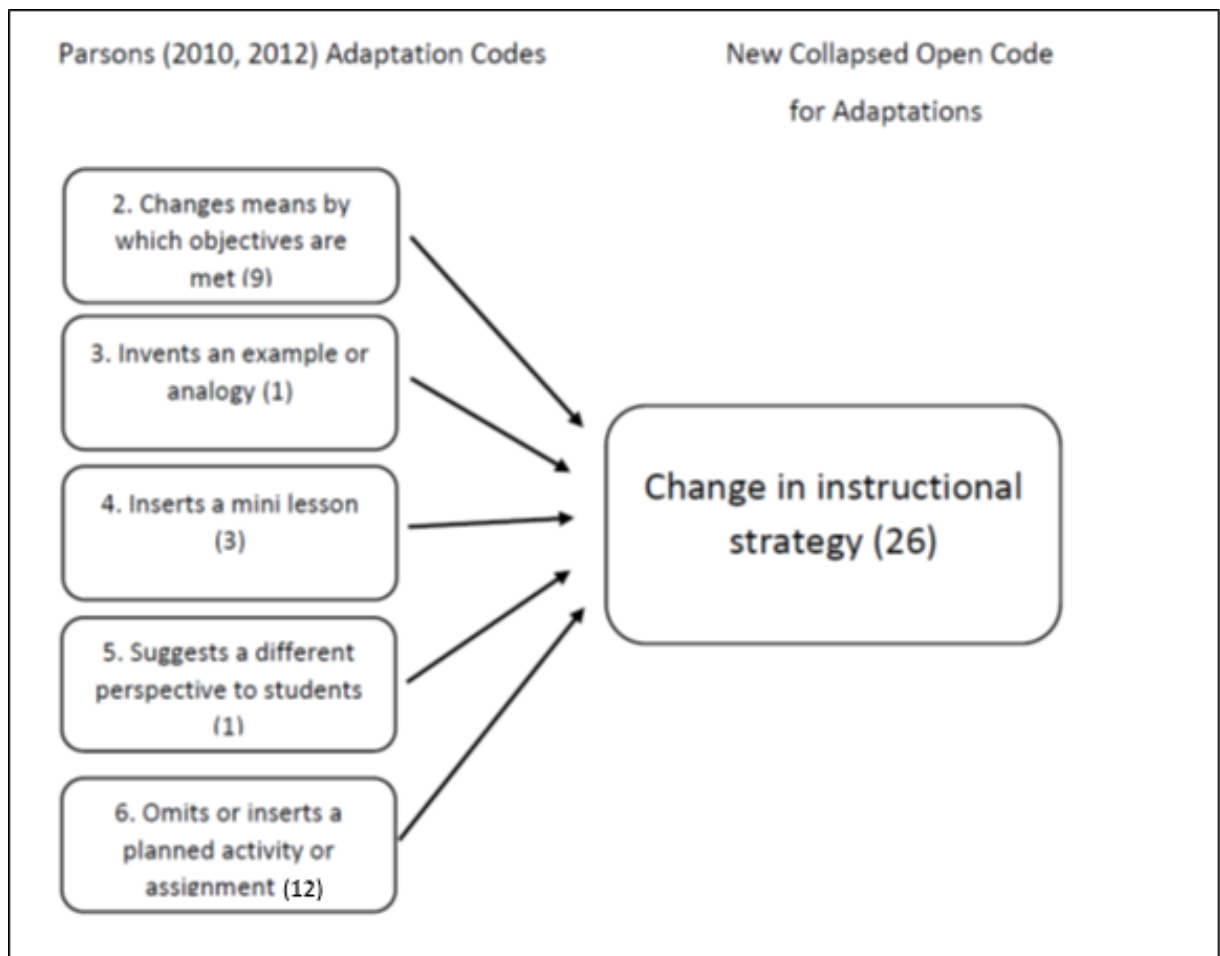
Jeanette also incorporated additional resources and professional learning when planning her lessons for students. In addition to Reading Recovery training, another resource she used for planning word work was *The Next Step Forward in Guided Reading* (Richardson, 2016). "I do use Jan Richardson's book (2016) and take some of her ideas. She has some great tips... on how to learn words (Jeanette, 2, Debrief Transcript, 237-243). . (Jeanette, 3, Debrief Transcript, 157-160). Jeanette also used her pedagogical content knowledge (Shulman, 1986), learned from her master's program, the Reading Recovery conference, and other workshops (Jeanette, 3, Debrief Transcript, 161-

183). As an adaptive teacher, she draws on these professional resources throughout the planning process.

**Summary of lesson planning.** Jeanette relied on her Reading Recovery intervention framework to plan individual, one-on-one lessons for struggling readers. She used previous student data, as well as running records and additional professional resources to design instruction to meet specific student needs. It is through these close observations that Reading Recovery teachers can plan adaptively for literacy instruction.

### **Adaptive Teaching Moves Made During Literacy Intervention Lessons**

In this section, I highlight some of the adaptations that were made during the literacy intervention lessons. Over the four observations, there were 44 adaptations made during Jeanette's literacy lessons (see Appendix K). From the original set of adaption codes (Parson, 2010, 2012), each adaptation category was analyzed for a common theme. For the purpose of the discussion, multiple adaptation codes from Parsons were collapsed into a more general heading for adaptation (see Figure 4.14), coming up with a new collapsed open adaptation category of change in instructional strategy. Parson's original adaptation codes did not include a code for ending a lesson, to wait, prompting, and praising. Therefore, the coding categories came from the open coding phase of the data analysis.



*Figure 4.14:* Collapsed adaptation codes: Jeanette

After the codes were collapsed, the most frequent adaptations that made up all but three of the 44 were change in instructional strategy, teacher prompts, and praising (see Table 4.9). However, like Loretta, in all but two instances, praising occurred in combination with other adaptations, such as teacher prompts or change in instructional strategy.

Table 4.9

*Overview of Adaptations: Jeanette*

Parsons (2010, 2012) and Open Code Adaptation Type	Occurrences	Examples from Study
Change in instructional strategy (Collapsed open code)	26	Partner reading, extra practice, follow student interests
Teacher prompt (Open code)	13	Does that make sense? Let's look at that again. How did you know?
Praising (Open code)	<sup>a</sup> 2	Nice job, you got it, I like how you kept trying when it was hard
End Lesson (Open code)	2	Stop lesson due to student fatigue
Wait (Open code)	1	No prompt. Wait on student
Total	44	

*Note:* <sup>a</sup>Praising occurred simultaneously in other adaption types.

I also examine Jeanette's reflections (see Table 4.10) behind the adaptations made during the lessons and the knowledge base (see Table 4.11) she articulated that informed her adaptations.

Table 4.10

*Overview of Reflections: Jeanette*

Reflection Codes (Parsons, 2010, 2012)	
A. Because the objectives are not met	0
B. To challenge or elaborate	4
C. To teach a specific strategy or skill	20
D. To help students make connections	5
E. Uses knowledge of student(s) to alter instruction	4
G. To check students' understanding	2
H. In anticipation of upcoming difficulty	2
J. To manage time	4
K. To promote student engagement	3
Open Codes	
L. To practice	0
M. To reinforce	0
Total	44

Table 4.11

*Overview of Knowledge Base for Adaptations: Jeanette*

Shulman (1986, 1987)	
Pedagogical Knowledge	14
Content Knowledge	4
Pedagogical Content Knowledge	31
Knowledge of Learner	10
Knowledge of Educational Goals, Values and Means	0
Total	44

**Change in instructional strategy.** Jeanette used her professional knowledge to adapt instruction 26 out of 44 occurrences (see Table 4.9). The ways she changed the instruction strategy are: practicing, reinforcing specific word solving and comprehension

strategies; making connections; and student increasing student engagement. Teaching, practicing, and reinforcing specific comprehension and word solving strategies, enabled Jeanette to give students the time in a supported environment to practice their strategies. For instance, Jeanette shared the reading with the students at certain parts of the lesson for various reasons.

In Observations One and Three, Jeanette stopped the student after reading the first 100 words of the running record text and began partner reading to model fluent reading (Jeanette, 3, Debrief Transcript, 23-42). In observation four, Jeanette partner read to not only model fluent reading, but to finish the text and to move on to the new book faster. Using her pedagogical content knowledge of how to teach fluent reading, Jeanette was able to model fluent reading while providing an opportunity for the student to practice in a supported environment. Her reflection of the adaptive move was to teach how a fluent reader sounds by drawing from her learning through the Reading Recovery training, as well as experience of working with students. “From using this book with other children, I knew it was going to be a little tricky in parts” (Jeanette, 3, Debrief Transcript, 32-33).

Another example of teaching, practicing, and reinforcing specific strategies is the use of sound boxes. In observation one and two, Jeanette used sound boxes for students to stretch and write out the sounds that were heard. In observation one, Jeanette intervened when a student was struggling to write the word *angry*. Jeanette prompted the student to move to the opposite page and draw sound boxes. After clapping out the word

together, Jeanette drew the sound boxes for the student to fill in the sounds that were heard (Jeanette, 1, Field Notes, 50-55).

Jeanette also prompted a word decoding strategy of sound boxes to teach writing all the parts heard in a word. Jeanette drew from her Reading Recovery training as well as experience to teach students how to write and sound out words, listening and writing the sounds in the correct order (Jeanette, 1, Debrief Transcript, 206-219). Another example of teaching, practicing, and reinforcing specific strategies is the teaching of word decoding and comprehension strategies. Jeanette taught specific word decoding strategies while working with students. For example, during story writing in observation three, a student was struggling with writing the word *because* due to the student pronunciation of the word as *pecause*. Jeanette probed more to understand what was being said and then prompted to look at the beginning letter. “You may say *pecause*, but it is *because* with a /b/” (Jeanette, 3, Field Notes, 69-71). Drawing from her experience and Reading Recovery training, the specific word decoding strategy of looking and listening for the beginning sound of a word helped to clarify the misconception of the word, and then had him write it. “Writing and reading are reciprocal processes, and I think the more we can connect the two....it is a really important thing” (Jeanette, 3, Debrief Transcript, 156-157). Jeanette used her content knowledge of knowing the proper pronunciation of sight words, as well as her pedagogical content knowledge (Shulman, 1986) of when to tell a student to clarify any misconceptions to teach the strategy and then to write the sight work correctly (Jeanette, 0, TDM Questionnaire, 69-74).

Jeanette taught comprehension strategies across all four observations. Some of the comprehension strategies that were taught were the format of different language structures, describing events in the illustrations before reading, and self-monitoring strategies. An example of teaching a comprehension strategy of a language structure occurred in observation four. Jeanette intervened with a student who was confused with a new language structure. Previously, the text structures exposed were more simplistic, *he said, she said*. The language structure in this specific text was an interaction between two characters. Jeanette noted that this language structure was new for this student and needed to be explicitly taught. “In this part of the story, they are talking about mom and Katie. Instead of saying he or she, you say they” (Jeanette, 4, Field Notes, 38-39). An example in observation two, Jeanette reviewed the events in the illustrations before student reading (Jeanette, 2, Debrief Transcript, 29-33 & 111-112). The teaching of the use of illustrations as a before reading strategy drew from Jeanette’s knowledge of the learner (Shulman, 1986) and previous experiences of knowing how the student struggles with using the illustrations to support meaning. In Observation Four, Jeanette reinforced self-monitoring strategies. After the text reading was complete, Jeanette asked a few follow up questions. “What was something you tried?” and “You did a slow check to figure out the word and also checked the picture to figure out the words.” (Jeanette, 4, Field Notes, 16-20). Jeanette continued to use her knowledge of the learner as well as pedagogical content knowledge to shape instruction to the student’s needs. Jeanette knows that the adaptations during the lessons are effective because students use strategies

that were taught across settings, students move up instructional levels, and students love to read books (Jeanette, 0, Final Interview Transcript, 212-227).

Another way Jeanette made a change in strategy was making connections. The different ways that Jeanette made connections were connecting texts, and connecting to previous learning. For instance, in observation four Jeanette inserted an instructional strategy to make a connection between the classroom and reading. Over the morning announcement, the principal announced the character quality of the month was Respect. The principal explained what Respect looks like at Lilly Elementary. After the announcements were over, Jeanette asked the student to give examples of respect at school. Jeanette saw a need for making a connection between classroom behaviors and reading lesson behaviors. “It had nothing to do with the lesson... I was just getting him to make a connection from the announcements of what respect is and how you show it respect.” (Jeanette, 4, Debrief Transcript, 83-93). This example showed that Jeanette was not only using knowledge of the learner but also pedagogical knowledge (Shulman, 1986) as well to make the connection between settings with behaviors for being ready to learn.

A way that Jeanette made connections between texts occurred in Observation Four. On the lesson plan, no book was identified to be read during the familiar read part of the lesson but then Jeanette pulled out a book on penguins. When asked about purposefully selecting the penguin text for the familiar read, the rationale of selecting a book with a familiar theme was to help support new learning. “I had him reread his book

about penguins... it gave some really good background information about penguins that I knew would help him read the new book today” (Jeanette, 4, Debrief Transcript, 94-102). This statement illustrates metacognition. She was considering not only the background knowledge, but knew what would help him in the next section of the lesson. Through her professional training of Reading Recovery, master’s program, and teaching experience, Jeanette was adaptive in her teaching and used her knowledge base to build upon student knowledge to teach additional concepts.

Jeanette also made a change in strategy to promote student engagement by having her students select books to reread and to write their own stories. At the beginning of observation three, the student was given a choice of text selection to read for the familiar reading section of the lesson. The reflection Jeanette stated for this adaptation was to give the student choice of text selection, to help motivate the student to read. There was not a specific text that was needed to be reread that would support the new book being used for the lesson. Jeanette drew from her pedagogical content knowledge and Reading Recovery training that shares how motivation plays a big part in student reading performance. “If you can make them feel excited about reading... and feel good about their reading, then that is just going to carry over into the rest of the lesson...” (Jeanette, 3, Debrief Transcript, 94-104). Again, in Observation Three, Jeanette had planned for the student to write a story about the gingerbread man and how he didn’t have a good ending. The student redirected the sentence writing prompt and Jeanette moved forward with the student selected writing prompt (Jeanette, 3, Field Notes, 64-86). “I always go with the

child and where they are headed... he had his own story in mind and I wanted him to be the author of this story and not me” (Jeanette, 3, Debrief Transcript, 122-125). Drawing on her teaching experience, professional training of Reading Recovery and book studies, Jeanette used her knowledge of pedagogical content knowledge (Shulman, 1986) to adapt instruction and follow student wants and interests.

**Teacher prompts.** During the Reading Recovery lessons, Jeanette prompted students thirteen times over the four observations. One reason to prompt was to use a specific reading behavior. Some of the strategies that were taught were prompts for self-evaluation. For example, in observation two, after the student read the text, Jeanette prompted, “How did you do?” (Jeanette, 2, Field Notes, 36-39). This prompt was drawn from pedagogical content knowledge (Shulman, 1986) for a student to be self-evaluative which came from learning at professional reading conferences. “I want them to self-evaluate too and to think about how their reading sounded... I want them to be able to evaluate themselves and know if that was a good read or not” (Jeanette, 2, Debrief Transcript, 134-136).

Another reason Jeanette prompted a student was to reinforce or prompt the use of a strategic behavior. For instance, in observation one, Jeanette prompted, “You break it” when the student got to a tricky part. After a few attempts, Jeanette used a different prompt to check the illustration to help support the meaning. After checking the illustration, the student was successful and Jeanette reinforced, “See how the pictures help you? You need to use the pictures...” (Jeanette, 1, Field Notes, 8-10). Jeanette

offered two different prompts for the student, and found one that was successful. Jeanette then used her pedagogical content knowledge to reinforce that strategy of using illustrations to help support meaning from the text. In observation two, during a miscue, the student paused while reading and an appeal for help was made. Jeanette prompted, “You know strategies to figure that out.” When struggling continued, Jeanette prompted again to make connections back with the meaning of the story, “How is mom feeling?” When success was still not achieved, Jeanette prompted, “Do not sound it out. Trust yourself.” Jeanette used her knowledge of the learner (Shulman, 1986) to continue to prompt until success was achieved. This specific example highlights the complexity of one adaptation based off of student response, which provides another opportunity for a teacher adaptation based off student response, and so on.

Jeanette made additional prompts to check for understanding. For example, in the writing section of observation two, Jeanette prompted the student, “Does this look like *to* or *the*?” Jeanette was prompting to check for understanding of the sight word *to* when it was incorrectly read when rereading the writing piece. Another example occurred later in the same lesson during the reading of the new book. A miscue of the word *ran* occurred on multiple pages. Drawing on her pedagogical content knowledge, Jeanette prompted, “Is it *run* or *ran*?” (Jeanette, 2, Field Notes, 98-101). Jeanette then prompted the student to reread the sentence to make it nice and smooth, checking for understanding and rereading for fluency.

Lastly, Jeanette made prompts to challenge students. Like in the previous example, Jeanette challenged the student to reread the sentence again, to make it nice and smooth. Another example occurred in observation three. When the writing prompt was changed to the prompt the student selected, Jeanette prompted the student to write a more complex sentence rather than the simple one stated. “I wanted him to extend it so that he could work at stretching words...I wanted him to extend the story so there is more [of a] learning opportunity” (Jeanette, 3, Debrief Transcript, 146-161). Jeanette drew on knowledge from her master’s coursework, as well as from her study of *The Next Step Forward with Guided Reading* (Richardson, 2016) to adapt instruction by prompting and extend student learning. Additional examples of other prompts are located in Table 4.12.

Table 4.12

*Other Prompt Examples: Jeanette*

	Prompt Examples (Line Numbers)
Observation 1	<p>“What are you going to try when you get to a tricky part?” (4)</p> <p>“How do you know” (25)</p> <p>“Did you check the pictures? Did it help?” (25-26)</p>
Observation 2	<p>“Look at the picture to help you figure out the word. Sometimes you can check the picture to help you rather than decoding it.” (14-16)</p> <p>“Does this look like <i>to</i> or <i>the</i>?” (78)</p> <p>“Stretch it to hear all the parts.” (83)</p> <p>“You know strategies to figure that out (98)</p> <p>“Do you see anything that can help you?” (99-100)</p>
Observation 3	<p>“Can you find a spot of something you did well?” (10)</p> <p>“Go back and reread it to see if it makes sense.” (19-20)</p> <p>“Were you right?” (20)</p> <p>“Next time don’t stop. Try something to see if you are right.” (29)</p> <p>“Can you follow along with your eyes?” (106)</p>
Observation 4	<p>“Let’s think about what we already know...” (9)</p> <p>“If it were <i>ing</i>, what would you see at the end?” (14)</p> <p>“What is something you tried? Did it help?” (17-18)</p> <p>“What else do you write when there aren’t any more sounds but there is another [sound] box?” (67-68)</p>

**Praising.** Jeanette praised her students often, for a variety of reasons throughout all four observations. Only two occurrences were coded separately in the data pool, but a majority of the praising adaptations was embedded within other types of adaptations. For example, “You are a smart kid” and “Nice job” are confidence builders that were used in both observations one and three. These quick little positive comments, which Jeanette learned about from professional conferences, were used to build confidence or to let the

student know that they were on the right track and to keep it up (Jeanette, 1, Debrief Transcript, 20-24, 45-47).

Other praising was more specific in the way it was worded to reinforce the use of a specific strategic behavior. In observation one, when Jeanette reminded the student to remove his tracking finger when reading, she reinforced with a praise, “I like how you read with just your eyes and made it smooth” (Jeanette, 1, Field Notes, 12). Later in the same lesson, Jeanette praised “I like how you stretched out that word when you wrote it.” Jeanette used her knowledge of the learner to reinforce specific strategies needed by individual students. Some additional examples of specific praises to reinforce the use of a specific strategic behavior come from observations two and four. “I like how you slowly checked the letters and the pictures to figure out the word” (Jeanette, 2, Field Notes, 23-25). Another example was, “I like how you used your great expression when you said oh no. You read it with expression, like the author wrote it” (Jeanette, 4, Field Notes, 30-37). Jeanette used her professional knowledge, learned from her master’s program, professional learning, book studies, and conferences as well as her Reading Recovery training, to praise students for specific strategies used based on the knowledge of the learner (Shulman, 1986). Additional examples of how Jeanette praised students are located in Table 4.13.

Table 4.13

*Other Praise Examples: Jeanette*

	Other Praise Examples (Line Numbers)
Observation 1	“I like how you are using your expression.” (7) “I like how you were thinking about the story here.” (34) “You are so smart to know that.” (37-38)
Observation 2	“I love how you are noticing.” (105) “You did a great job of checking that word and I love how you checked the pictures.” (111) “I like how you remembered your punctuation.” 88
Observation 3	“Good thinking.” (22) “Good job.” (62) “You worked really hard today.” (107)
Observation 4	“I love how you noticed that word was <i>sit</i> .” (12-13) “Very good.” (16) “I like your expression” (30) “You did a fantastic job.” (99)

**Summary of adaptive teaching moves.** While working with students as a literacy specialist, Jeanette continued to advance her professional learning through the Reading Recovery intervention as well as independent book studies, professional conferences, and workshops.

The types of adaptations that were explored were change in instructional strategy, teacher prompts, and praising. Through the adaptation change of instructional strategy, Jeanette modeled fluent reading for students as well as to promote lesson progression. She also used the change in strategy to make connections for students. Second, Jeanette used prompts to teach strategies, reinforce strategies, self-evaluate, and to check for understanding. Third, Jeanette used praising that consisted of quick comments to

continue moving a lesson forward, to build confidence, and reinforce strategies previously taught to increase student reading independence. The elements that contributed to Jeanette's decisions to adapt instruction included Reading Recovery initial and continued professional training, teaching experience, foundational master's program learning, as well as professional development of reading texts, and attending professional workshops and conferences. In the next section, I will summarize Jeanette before moving on to the cross case analysis.

### **Summary of Jeanette**

Jeanette had much experience working with struggling readers, and writers in the literacy intervention setting. From working in a reading and writing research elementary straight out of her bachelor's program to being trained as a Reading Recovery teacher, she continued to learn, and add to her professional knowledge base. Jeanette wrote detailed lesson plans that addressed the needs, and strengths of the learner based off her careful notes, and running records. Jeanette demonstrated metacognitive thought and used her knowledge of the learner to adapt instruction with students individually, in the moment through her routine lesson. Jeanette's deep pedagogical content knowledge through her Reading Recovery training, as well as her master's program, professional learning through conferences, aided Jeanette to make those adaptive decisions to support student learning before, during, and after student lessons.

In this case study, I discussed Jeanette's background, experience with teaching literacy intervention, her professional training, described the school, and classroom

settings as well as the resources Loretta used, and the intervention block she followed. I also discussed what literacy instruction looks like in her intervention setting, as well as how she plans to teach those lessons. I highlighted adaptive teaching moves from the four observations that I observed in her classroom.

### **Analysis Across Cases**

Loretta and Jeanette both made adaptations to their literacy instruction to advance student growth and knowledge. Both literacy specialists drew from pedagogical content knowledge and knowledge of the learner to make adaptive teaching moves. However, across both cases, both literacy specialists have developed foundational knowledge and sought out opportunities to be adaptive.

### **Foundations of Adaptations**

How each literacy specialist developed his or her foundational knowledge for adaptations differed. Loretta and Jeanette each received a master's degree in the area of reading and literacy. However, that is where their similarities in professional training end. In addition to Loretta's solid foundational master's degree, she continued to pursue professional training through professional conferences, workshops, and book studies. Referring back to balancing efficiency and innovation, Schwartz et al. (2005) conceptualize adaptive expertise as a balance between innovation and efficiency, where innovation can be likened to adaptiveness. Adaptiveness is the feature of adaptive expertise that characterizes an expert's response to atypical elements in a problem. Efficiency represents the aspect of adaptive expertise when an experts exercise the same

level of evaluation as in adaptiveness but deems the appropriate response to be one he/she has applied and sharpened in prior experience. Loretta has had enough experience in teaching to be efficient, and she continued to seek ways to develop the ability to be innovative as well (see Figure 1.1). Loretta's adaptations came her master's program as well as strong relationships with students.

Jeanette received her master's degree, like Loretta, but Jeanette's professional training was more structured and formal. She was involved in more intensive professional learning through the Reading Recovery intervention. With the Reading Recovery intervention, Jeanette was able to expand and build her theory and knowledge base with the first intensive year of training. Afterward, each year continued to develop her professional knowledge and gave her opportunities to hone her craft of adaptive teaching moves with professional conversations, live teaching learning, and the study of professional research. Seeking that additional learning, that desire to understand how to be more adaptive in teaching young readers to meet their needs on the fly is at the heart of efficiency and innovation (Schwartz et al., 2005). Jeanette also had enough experience in teaching to be effective, and she continued to seek ways to develop the ability to be innovative as well (see Figure 1.1).

The Reading Recovery training, in addition to her strong literacy experiences, developed Jeanette's deep pedagogical content knowledge for teaching literacy in the one-on-one setting. Through these experiences, Jeanette had become accustomed to being self-reflective in her practice daily, and knew which steps to take next to support student

learning. As a result of her self-reflection and continued exposure to theory, Jeanette seemed to be changing and adapting instruction for lesson planning as well as in the moment with students. In her quest to help students develop, she challenged herself to think about the best way to teach each student, to create strong readers who loved to read. Jeanette planned lessons followed the Reading Recovery framework, and were tailored to each student. Jeanette's adaptations came from a more formal training with strong experience and self-reflective practices.

### **Seeking to be Adaptive**

Both literacy specialists sought out opportunities for continued professional learning, which has been suggested to be a characteristic of an adaptive teacher (Corno, 2008; Vaughn & Parsons, 2013). Throughout her career, Loretta continued to seek out learning opportunities and had the desire to be more adaptive in her practice. She kept the literacy specialist position rather than the coaching role so that she could further develop and use her adaptive abilities.

In adaptive teaching moves, Loretta drew from her knowledge of the learner most often (see Table 4.5). Loretta used her knowledge of learner motivation, learner strengths, and relationship building to know her students well. Children in literacy intervention with Loretta were motivated with text choices, and received lessons tailored to their instructional needs. Possibly, since Loretta was able to work with students over the different tiers for multiple years, this contributed to her knowledge of student abilities, and she adapted instruction accordingly. Loretta used this knowledge of learner abilities

to modify district adopted curriculum to meet learner needs. In planning, Loretta added a specific vocabulary component to the LLI suggested lesson plans based on her knowledge that some students did not have a strong academic vocabulary background. Loretta also wrote comprehension questions to accompany the texts and supported students as they used these questions to practice writing answers in complete sentences. Perhaps answering questions in complete sentences was an area of need for these students and she had them practice it every chance she could. Students were observed answering these questions, but the actual teaching of comprehension strategies was not observed in the study. However, the direct teaching of academic vocabulary was observed (Loretta, 3, Field Notes, 23-26).

Loretta often considered learner interests, and tried to give some choices of text (based on availability), specifically around a particular reading level. This might be because Loretta had access to leveled texts on a wide variety of topics for students to read, she could cater to particular interests. When prompting students for word solving during a lesson, she prompted by giving the beginning of the word pattern and not a prompt for a word solving strategy. In other cases, Loretta prompted students to be self-reflective on tricky parts during reading (see Table 4.6). Loretta took notes on learner strengths and challenges during and after lessons to be used for future lesson planning. Loretta used her professional training; drawing from various influences of her solid master's program, previous teaching experience, continued professional development, and book studies.

Although Loretta made adaptive decisions such as building background knowledge and pre-teaching vocabulary, and she was able to articulate her decision, she seemed to have a difficult time elaborating on her reflections in depth. She often could not articulate why she made these decisions and what specific knowledge she was using. Perhaps, the theories and reflections for why she adapted instruction is not a part of what she does on a daily basis. In other words, like many educators, she may have made decisions as she was teaching based on deep and unconsciously held knowledge, and beliefs about her students, the curriculum, and how children learn (Fairbanks et al., 2010).

In adaptive teaching moves, Jeanette drew from her pedagogical content knowledge more often (see Table 4.11). Jeanette continued to add to her professional learning through Reading Recovery, as well as additional learning opportunities to develop a her pedagogical content knowledge.

Over the four observations, Jeanette adapted her instruction more frequently than Loretta did. Jeanette seemed to make decisions based upon close observations of verbal and nonverbal cues of student response during the lesson. For example, in observation three, Jeanette probed more to understand what was being said. “You may say *pecause*, but it is *because* with a /b/” (Jeanette, 3, Field Notes, 69-71). Jeanette explicitly responded to students using a verbal cue of a misconception of how a word is pronounced. Her responses were grounded in her pedagogical content knowledge. Jeanette wrote a more specific lesson plan for each student based on what a student

needed to learn next in the literacy process. In other words, Jeanette used her knowledge of the learner to write a highly adaptive, specific lesson plan to build upon known concepts. Jeanette also showed strong pedagogical content knowledge of how to teach the literacy process and what should be taught when. Using her professional learning, Jeanette used that knowledge to effectively plan out literacy learning for each student. Based on the conversations that Jeanette and I had following lessons, and on the information that she provided during the interview, most of the decisions that she made were intentional. Jeanette appeared to be comfortable reflecting on her decisions, and had very little difficulty articulating reflections for her decisions. Jeanette was probably more comfortable sharing her thoughts with me because she had many opportunities to reflect and articulate her thoughts through the professional development of the Reading Recovery training. Samples of each participants coded data are located in Appendices M and N.

### **Summary of Chapter**

Both literacy specialists presented in the case studies had foundational knowledge of literacy and sought to continue to be adaptive. Both literacy specialists put considerable thought into how to adapt instruction to build on student strengths, although they do it differently. Each teacher drew upon their knowledge to adapt instruction during literacy lessons to further student learning. Loretta drew more often on knowledge of the learner as opposed to Jeanette, who drew upon pedagogical content knowledge for more

of her adaptations. The case studies presented show two different ways that literacy specialists adapt instruction for student needs.

In this chapter, I presented each specialist individually, and then discussed the big ideas across both cases. I have describe each professional background, experience in literacy instruction as well as what literacy instruction looked like in each classroom. I described in detail how each teacher plans for literacy intervention lessons in both settings and the adaptive teaching moves each literacy specialist makes during literacy instruction with their reflections. In the next chapter, I address the research questions and discussion.

## CHAPTER V

### DISCUSSION

Adaptive teaching used by effective teachers has been suggested to be an integral part of literacy instruction to meet the needs of diverse learners (Anders et al., 2000; Bransford et al., 2005b; Snow et al., 2005). Teaching literacy is more than just delivering a prepared script. It takes a trained professional to deliver meaningful instruction for a struggling literacy learner to close learning gaps. The importance of adaptive teaching and the teacher reflections on the adaptive teaching moves in the intervention setting is critical to advance student growth in the area of literacy for struggling learners. The adaptive teaching moves a literacy specialist made with literacy intervention instruction was the focus of this study.

#### **The Problem of the Study**

The primary purpose of this study was to explore and describe the decisions and adaptations that literacy specialists make before, during, and after literacy instruction. The research questions that guided the study were: 1) What adaptations and decisions are literacy specialists making before, during, and after literacy instruction to advance student growth, and knowledge? 2) What contributed to literacy specialists' adaptations and decision making before, during, and after the instruction of a literacy lesson? 3) How did literacy specialists perceive their adaptations and decisions?

## **Procedures**

I used a case study methodology to examine how the two literacy specialists adapted literacy instruction within their settings. Four observations during literacy intervention lessons in each of the two literacy specialists' classrooms served as the primary source of data collected for analysis. I collected data in the form of field notes, audio recorded interviews, background questionnaires, and lesson plans over a two month period in the winter of 2017-2018 school year.

Data analysis was ongoing and recursive. Audio recordings were transcribed and a data record was constructed. The data were then coded and analyzed to determine patterns related to the above questions.

## **Findings**

The two literacy specialists who served as cases for this study were two representations of adaptive moves teachers use in intervention settings as they seek to promote student learning. Up until this point, the literature about adaptive teaching has centered on classroom teachers. For example, research has explored task openness (Parsons, 2012), quality of adaptation (Duffy et al., 2008), and what adaptations classroom teachers are making during literacy instruction (Parsons, 2012; Vaughn & Parsons, 2013). This specific study's findings build upon the previous studies by not only identifying adaptive teaching moves, but also exploring the knowledge base of a new population of study, the literacy specialist. I argue that adaptive teaching moves are vital to differentiating instruction to meet diverse student needs and are necessary for

effective literacy instruction. This line of research is important to the education of pre-service and in-service classroom teachers and literacy specialists in university and college programs.

In this study, I did not set out to compare the cases, but to explore and describe adaptive teaching decisions by two literacy specialists with different educational experiences, settings, contexts, and styles. I sought to gather as much information as possible about adaptive decisions made during literacy intervention lessons. Loretta and Jeanette, the two literacy specialists that participated in the study, supplied two different intervention settings within to collect data. Through the use of a qualitative case study methodology, I captured nuances and subtleties that made each context unique. Examination of instruction in these contexts provides authentic representations of teaching from which teachers, literacy specialists, and researchers can gain insights into the variation in ways that adaptive teaching moves can be made through literacy intervention lessons. Looking across the two literacy specialists, I identified commonalities and differences associated with the elements adaptive teaching, thus extending the body of research beyond that which is presented in previous studies of adaptive teaching.

The information gleaned from the analysis of data within and across the two cases provided information that helped answer the three questions that guided the study. The three questions will be used as a tool for organizing, presenting, and discussing the results of this study.

## **Question One**

The first question stated: What adaptations and decisions are literacy specialists making before, during, and after literacy instruction to advance student growth and knowledge? As a reminder, an adaptation was “defined as a teacher action that was a response to an unanticipated student contribution, a diversion from the lesson plan or a public statement of change” (Parsons, 2012, p. 150). Adaptations differ from decisions because an adaptation is a change in result of a planned action. A decision can be any choice made without having a predetermined plan of action.

Literacy specialists are faced with making thousands of decisions a day, ranging from simple to significant (Bransford et al., 2005a; Parsons & Vaughn, 2013). During literacy intervention lessons, literacy specialists have to make decisions about such things as content to teach, text selection, writing connections, what to prompt, what not to prompt, when to provide extra support, how to make connections to previous learning, and how to make it meaningful for the student. It is the ability to evaluate decisions on the spot and adapt instruction that demonstrates qualities of a reflective literacy specialist (Hayden et al., 2013).

Both Loretta and Jeanette demonstrated adaptations before, during, and after lessons. Their planning before the lesson, the in the moment teaching adaptations and then in their reflections after the lesson. Both literacy specialists based some of their decisions on planning lessons for the student’s instructional level. It has been suggested that students learn best when they were learning within their ZPD (Vygotsky, 1978). The

ZPD is the level where a student is challenged right out of their independent level and where the student provides scaffolds to support the instruction. Loretta would frequently consider ZPD and use text levels to inform the text selections for lessons. Jeanette used the independent and instructional text levels to select books for fluency practice and new learning.

Schön (1983) proposed that teachers reflect and make adjustments to instruction while teaching. The real time adaptations during lessons is referred to as reflection-in-action. The most significant adaptation that both Loretta and Jeanette made during instruction was the change in instructional strategy (see Table 4.3, Table 4.9). Both literacy specialists reflected during the lesson, and made adjustments to the instructional strategy. For example, adding a partner read for fluency (Jeanette, 3, Debrief Transcript, 23-42), or allowing the student to have extra practice during a lesson to gain a better understanding of a concept (Loretta, 1, Debrief Transcript, 23-29). Both literacy specialists made adaptations on the fly during the lesson, as well as more deliberate decisions that demonstrated reflections in action (Schön, 1983).

Both literacy specialists also made adaptations demonstrating Schön's reflection-on-action (1983). In other words, after literacy intervention lessons, both literacy specialists analyzed the decisions that were made during the lesson, and made notes or recorded adaptations that were to be made for the next lesson. Jeanette took Schön's reflection-on-action a bit deeper than Loretta when she wrote an adaptive lesson plan specific to student needs based on the decisions and responses from the previous lesson.

This idea of reflection-on-action also parallels with Dewey's description of reflection (1933). The quality of reflection depends on teachers' knowledge and their abilities to match their teaching to that knowledge. Jeanette showed a stronger pedagogical content knowledge and was able to write very specific, highly adaptive lesson plans for each of her students. Parsons and colleagues (Duffy et al., 2008; Parsons, 2010, 2012; Parsons et al., 2011) also conducted several different studies on adaptive teaching with classroom teachers during whole group literacy instruction that also support what Schön described as reflection-in-action. In other words, Loretta and Jeanette emphasized student learning as the rationale for why they made adaptations and decisions.

In conclusion, both Loretta and Jeanette made adaptations that align with Schon's reflection-on-action and reflection-in-action (1933) by adapting instruction before, during, and after literacy lessons.

## **Question Two**

The second question stated: What contributed to literacy specialists' adaptations and decision making before, during, and after the instruction of a literacy lesson? The areas that address this question are experience, professional training, and planning of literacy instruction.

**Experience.** Both Loretta and Jeanette are experienced literacy specialists. Through dual roles, each literacy specialist gained experience by working with students and interacting with classroom teachers. Working in the interventionist role, both literacy specialists were able to develop their procedural knowledge and conditional knowledge

(Paris et al., 1983) of the intervention lessons. In other words for procedural knowledge, experience teaching literacy lessons from the LLI and the Reading Recovery frameworks gave both Loretta and Jeanette knowledge of how intervention lessons work. Having strong knowledge of a framework gives the literacy specialist the ability to adapt the framework to meet student needs. Conditional knowledge (Paris et al., 1983), or the when and where to apply knowledge, was used when each teacher was making an adaptation before, during, and after a literacy lesson. Both teachers used their experience along with their developed knowledge of how to teach a literacy intervention lesson (procedural knowledge), plus their knowledge of when to make adaptations (conditional knowledge). These findings support the idea that literacy specialists are strategic as they apply instruction, solve problems, and adapt their thinking to adjust teaching to specific student needs (Duffy et al., 2009). A highly adaptive, effective literacy specialist is important to develop high levels of student literacy learning, to differentiate literacy instruction and close gaps for students who are not performing on grade level.

**Professional learning.** With the current decline in specialists holding certificates and the importance of continued professional learning (Bean et al., 2015), professional training for literacy specialists is an important component of providing adaptive instruction. Literacy specialists must develop deep knowledge about the reading process and content instruction (Topping & Ferguson, 2005). In other words, literacy specialists must have a deep understanding of the content or declarative knowledge (Paris et al., 1983) before adaptations can be made.

For the teachers in this study, developing that deep knowledge to provide high quality literacy instruction came from a solid master's program, as well as continued professional learning. Both Loretta and Jeanette had a solid foundation with their master's degrees, engaged in professional learning to further their education and ways to adapt instruction. The continued learning that contributed to some of the adaptations that occurred during the literacy lessons. Both literacy specialists sought out and could name additional trainings, presentations from conferences, and book studies that had developed their practice when interviewing regarding reflections for adaptations. The additional learning opportunities that both continued are examples of Shulman's Pedagogical content knowledge. Both Loretta and Jeanette had strong banks of declarative knowledge to be able to teach literacy intervention lessons (Paris et al., 1983).

**Lesson planning.** Lesson planning is an important part of being an effective teacher before a lesson. It can be a creative process that allows teachers to synthesize student knowledge, professional knowledge, and experience. Lesson planning gives teachers the opportunity to think deliberately about their choice of lesson objective, types of activities that will meet the objectives, and the assessment tool used for evaluation. Many teachers plan based on their previous experience or professional training. For example, a teacher who follows a particular program may follow that specific framework, and plan using that framework as a guide. Other teachers plan based on their knowledge of strengths of a particular learner. These teachers examine anecdotal notes, running

records, and work samples in between lessons to plan the next learning opportunity (Griffith et al., 2013).

In this study, both literacy specialists used a variety of resources for planning, but their processes for planning differed. When lesson planning, Loretta thought about the student's current instructional reading level and reviewed notes from previous lessons, moving on to select a pre-existing LLI lesson plan in a specific text range. She then modified the lesson as needed. She also reviewed her anecdotal notes and a reference chart of possible interventions to plan literacy lessons. However, Jeanette approached lesson planning as building a plan from scratch, planning intentionally for student supports and successes. Jeanette wrote highly individualized lesson plans that would only be used with one particular student. Jeanette would plan instruction based on current student data, thinking about what the student needed to know to be successful at the next level of text. Jeanette's lesson plans were written to support students learning in reading, writing, decoding, and making meaning.

Both Loretta and Jeanette's considerations of lesson plans, would be what Dewey (1933) defined as reflective. Both literacy specialists searched for ways to support students throughout the literacy intervention lesson, reflected upon past lessons, and tried different possibilities. Both literacy specialists were able to reflect on their actions after lessons and make notes for future instruction. However, through her Reading Recovery training, Jeanette had more professional opportunities to reflect on her practice than Jeanette did. Loretta sometimes had difficulty clearly articulating her reflections. Jeanette

was able to articulate a deeper reflection on her teaching adaptations. Both literacy specialists' actions are consistent with Schön's (1983) description of a reflective practitioner. As discussed in question one, both teachers used reflection-on-action to plan literacy lessons for student successes.

The areas that address the question of what contributed to literacy specialists' adaptations and decision making before, during and after the instruction of a literacy lesson were experience, professional training, and planning of literacy instruction.

### **Question Three**

The third question stated: How did literacy specialists perceive their adaptations and decisions? This research question was difficult to capture with the research methods that were used. It is difficult to capture teacher thinking and to document the extent of how metacognitive a teacher can be (Duffy et al., 2009). I explore this question with the general discussion from overall feeling of effectiveness and reflectiveness from the lesson debrief interviews, as well as the final interviews.

Loretta and Jeanette both are lifelong learners. Both literacy specialists shared in their interviews that were making adaptations grounded in their master's programs and professional training. They both sought additional learning through professional training to be more adaptive in their practice. Both literacy specialists were reflective in their practice (Schön, 1983); however, there were some differences. Loretta reflected on her practice at the end of lessons by reviewing the lesson events. She would note different things to make adjustments for the next lesson. Loretta did not have the opportunities to

reflect as Jeanette did with her Reading Recovery model of reflecting on practice and possibly was not part of her daily practice. Loretta knew that she was an effective teacher when the students would generalize knowledge from one setting to another. “I think that when we can give kids that instant feedback or change what we are doing to meet their needs in the moment, it’s most effective to them” (Loretta, 0, Final Interview Transcript, 280-828).

Jeanette was reflective as a part of her professional training. Reading Recovery encourages the reflection of decisions on a daily basis. This practice gave Jeanette the opportunities to reflect on a daily basis, which became an innate part of her teaching. Jeanette would reflect on her teaching as well as how the student performed during the lesson. “That is one of the nice things about the training I have, is that I can think on the run and think about what does the child need in that moment” (Jeanette, 0, Final Interview, 216-218). It is the awareness of her adaptiveness through self-reflection that made Jeanette a strong literacy teacher. Jeanette was also reflected on her effectiveness to get kids to love books and how students moved through the leveled readers. “I know that [I am an effective teacher] based on the fact that kids are learning and growing as readers... and they love to come to reading” (Jeanette, 0 Final Interview, 223-227). She was effective in her practice when kids loved to read and she could see the progress.

In conclusion, both literacy specialist felt that they were effective and reflective in their practice. Loretta knew she was effective because she saw learning across different settings. Jeanette knew she was effective because she saw her learners grow.

## **Implications**

The findings from this qualitative case study serve as an example of what might be found in intervention settings where teachers use adaptive teaching to advance student growth. One can examine the two case studies and look across contexts for information that can lead to the drawing of conclusions. From these two cases, I propose the following implications.

### **Implication One: Literacy Teacher Preparation Programs**

This study has an implication for literacy teacher preparation programs. Hammerness et al. (2005) described adaptive expertise in teaching as creating a balance between efficient use of specific classroom techniques and innovative approaches to instruction. A solid, foundational base of efficient teaching practices can allow teachers to be innovative when responding to student needs. Learning this balance will be difficult and needs to be grounded in extensive field experiences throughout all coursework. Teacher preparation needs to be rooted in principles of learning, with the conceptual framework of adaptive expertise as the backbone that reinforces reflective thinking the design, delivery, and study of teacher preparation. If the goal is to create highly adaptive, thoughtful, and reflective literacy specialists, then we need to give them opportunities and instruction on how to be keen observers of literacy behaviors, grounded in a solid foundation of literacy processes. Courses should be grounded in school-based opportunities where literacy specialists are able to collaborate and reflect upon adaptive

decisions through reviewing videos, observations and in lesson planning (Hammerness et al., 2005).

When coming out of a program, teachers of literacy need to have an in-depth understanding of literacy processes to engage in adaptive teaching. Loretta and Jeanette both have in-depth understanding of literacy processes through their extensive professional learning and years of experience. This experience and knowledge base that make them effective literacy specialists who are valuable members of their school communities. The depth of understanding that each one has cannot be achieved without the combination of extensive professional development and experience. These literacy specialists held positions that provided opportunities to develop their adaptive teaching abilities, as well as the experience and professional knowledge to adapt their instruction. Bean and colleagues (2015) reported that only 7% of the respondents for the national survey on the specialist role in the area of literacy were the sole provider of literacy instruction for students. Students were reported to receive literacy instruction from other members of the learning teams like paraprofessionals or volunteers (Bean et al., 2015). These paraprofessional or volunteers may not have the in depth training, knowledge base, or experience as a literacy specialist. Administrators and other members of the school community should value the experience and knowledge of literacy processes in literacy specialists.

### **Implication Two: Continued Professional Learning**

Literacy specialists need opportunities to continue professional learning after initial training to become a literacy specialist. These opportunities for continuing professional learning will help provide the time and space for literacy professionals to continue to develop, reflect on, and strengthen their practice. Current understandings about how people learn demonstrate that people learn best through participation in educative experiences with specific feedback (Bransford, Brown, & Cocking, 2000; Hattie, 2009; Lave & Wenger, 1991). The space to discuss theory, self-reflection on teaching lessons, and conversations between peers can strengthen specialists' awareness of their own developing adaptive expertise. These opportunities will keep professional learning ongoing and awareness of adaptive teaching at the front of literacy specialist's consciousness. To raise adaptive expertise levels in literacy specialist, professional learning opportunities and professional conversations need to take place on a regular basis.

### **Implication Three: Collaboration and Reflection**

Literacy specialists need opportunities to collaborate with other literacy professionals on a consistent basis. Similar to the continued professional learning implication, literacy specialists need to be able to problem solve, reflect, and think about next steps with a peer or knowledgeable other (Duffy, 2004; Griffith et al., 2013). Adaptive teachers plan literacy intervention lessons on student strengths and needs, and then reflect upon that lesson for effectiveness and student success. A collaborative

partner would encourage the continued development of practice through reflective professional discussions around teaching and theory. Increased effective collaboration exposes literacy specialists to improved practices, which leads to stronger pedagogy.

Jeanette served as an example of a literacy specialist that has ongoing professional conversations using specific language and is able to articulate her thoughts and reflections. She was accustomed to talking about literacy learning in those kinds of terms. Through her Reading Recovery experiences, Jeanette had many opportunities each semester to engage in professional conversations where the expectation was to use specific, professional language to articulate thinking about her teaching, to set goals, and to reflect on her progress of her goals. For example, the behind-the-glass live teaching shared experience provided Jeanette with an opportunity to construct a view of learning as well as use her language to learn with a supportive network of peers (Lyons et al., 1993). In other words, Jeanette was able to watch a live lesson and engage in conversation regarding their own theories of learning, and then discuss in a supportive environment to articulate, explain and to justify one's explanations and theories. The use of language to learn and to negotiate learning is a characteristic of Reading Recovery (Lyons et al., 1993).

Collaboration and reflection are suggested key elements of moving a literacy specialist to making meaningful adaptive teaching moves during literacy lessons.

### **Directions for Further Research**

This study presented information of how two literacy specialists made adaptive teaching decisions through literacy intervention lessons. This study adds to the research literature by providing rich descriptions of adaptive teaching, an understudied aspect of literacy instruction. However, several areas for future research arose during the study. First, I did not examine student progress of the literacy intervention students. By looking at gains that a student accomplished, one could see if the adaptive teaching moves were influencing the students as learners. Not only what and how an adaptive teacher does what they do, but whether doing it is key to student achievement or how teacher educators can develop adaptiveness (Duffy et al., 2009). Overall, it would be beneficial to know how the adaptive teaching moves aided to student progress.

Second, I did not examine the types of professional learning that each teacher participated in and the outcomes of that learning. Because teaching is a complex and multilayered process, the manner in which content and pedagogical knowledge is developed might influence the adaptive teaching moves made and how teachers reflected on those moves. By looking at how new teacher learning develops through professional learning and how that influences the adaptive teaching moves, one could see if there were certain characteristics of the training that enhanced adaptability and reflection. It would be beneficial to know the factors of professional learning that enhanced adaptability the most.

Adaptive teaching by literacy specialists is a dynamic, unscripted literacy even that is carried out in different ways in different intervention settings. Additional qualitative studies would contribute more information to the specialized population of the literacy specialist. By conducting studies that look across a greater number of literacy specialists with varying amounts of experience, from different educational backgrounds, then researchers could provide additional ways from which literacy specialists could adapt instruction to advance student growth.

A last suggestion for further research would be to follow literacy intervention lessons for a more intensified time in different settings. I only observed the literacy specialists over four lessons, all situated within a very short time period. Extending the period of time for observation, and spacing out the observations, could allow a researcher to catch nuances of adaptive teaching that did not occur in this study.

### **Final Thoughts**

The adaptive teaching moves that literacy specialists engaged in during four literacy intervention lessons provided a glimpse into the adaptations that are made in the intervention setting. Previous research regarding adaptive teaching has focused primarily on classroom teachers teaching literacy or literacy in content areas (Parsons, 2012), with little research on the specialized population of the literacy specialist or the intervention setting. This case study was significant in providing a new context for exploring the different adaptations that were made, along with the reflections behind each decision. Interestingly, the two literacy specialist participants made a lot of the same types of

adaptations, but each drew from a different knowledge base (Shulman, 1986), and how the adaptations were done differed. The importance of continued professional learning and opportunities to reflect on their practice for in service literacy specialists is an important implication of this study. Although research in the area of adaptive teaching is still being explored, this study adds another perspective to the increasing research base of adaptive teaching in the area of literacy.

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## APPENDIX A

### Permission Letters



# KCSD96

Every Child. Every School. Every Day.

Kildeer Countryside School District 96

March 23, 2017

Texas Woman's University  
Office of Research & Sponsored Programs  
Institutional Review Board  
PO Box 745619  
Denton, TX 76204-5619

Re: Effective Teachers of Literacy: Understanding Adaptive Expertise in Elementary Intervention Environments

Dear Texas Woman's University IRB Board,

Permission has been granted for Bonnie Barksdale to conduct research with literacy interventionists in the Kildeer Countryside Community Consolidated School District 96 for her dissertation during the 2016-17 and 2017-18 school years. The schools included in the school district are: Kildeer Countryside Elementary, Ivy Hall Elementary, Country Meadows Elementary and Prairie Elementary.

Please don't hesitate to contact me with any questions or concerns regarding this research project.

Sincerely,



Julie A. Schmidt  
Superintendent of Schools  
Kildeer Countryside CCSD 96





*Our Mission: Maximize student learning and growth by focusing on continuous improvement*

November 2, 2017

Texas Woman's University  
Office of Research & Sponsored Programs  
Institutional Review Board  
PO Box 745619  
Denton, TX 76204-5619

Re: Literacy Specialists: Understanding Adaptive Teaching in Elementary Intervention Settings

Dear Texas Woman's University IRB Board,

Permission has been granted for Bonnie Barksdale to conduct research with literacy specialists in the Fox Lake School District 114 for her dissertation during the 2017-2018 school year.

Please don't hesitate to contact me with any questions or concerns regarding this research project.

Sincerely,

A handwritten signature in black ink that reads "Heather Friziellie". The signature is fluid and cursive, with the first name being more prominent.

Heather Friziellie  
Superintendent of Schools  
Fox Lake School District 114

## APPENDIX B

Profile for Teacher Decision Making (Griffith, 2011)

PROFILE FOR TEACHER DECISION MAKING (Griffith, 2011)

**Demographics:**

1. What grade level do you currently teach?
2. Including this school year, how many years have you taught?
3. Select the statement that most accurately describes your educational background:
  - Completed some undergraduate courses
  - Awarded a Bachelor's degree
  - Completed some graduate courses
  - Awarded a Master's degree
  - Completed some doctoral courses
  - Awarded a Ph.D. or Ed.D
4. Please describe any other professional development you have received. Include any specialized training and/or leadership roles. (Eg. Reading Recovery trained, instructional coach, lead teacher, Nationally Board Certified, etc...)
5. Do you teach in a Reading First School?
6. Within the last five years, has your school ever failed to meet Adequate Yearly Progress (AYP)?
7. Has your school adopted an instructional program that you are expected to follow?  
If yes, which one(s)?

**Beliefs:**

**Read the following statements and choose one response that most closely matches your BELIEFS**

1. All students enter school with varying levels of understandings and the teacher has an obligation to understand what each student knows.  
*I... Strongly Disagree      Disagree      Agree      Strongly Agree*
2. It is important for teachers to consider a student's developmental level when deciding what to teach.  
*I... Strongly Disagree      Disagree      Agree      Strongly Agree*
3. When planning lessons, teachers should first think about what the students know and then about what they need to know next.  
*I... Strongly Disagree      Disagree      Agree      Strongly Agree*
4. All students bring some level of knowledge to the school setting.  
*I... Strongly Disagree      Disagree      Agree      Strongly Agree*
5. All students are entitled to work on tasks that ensure some level of success.  
*I... Strongly Disagree      Disagree      Agree      Strongly Agree*
6. When reflecting on lessons, teachers should consider how the class as a whole performed.  
*I... Strongly Disagree      Disagree      Agree      Strongly Agree*
7. When reflecting on lessons, teachers should consider how individual students performed.  
*I... Strongly Disagree      Disagree      Agree      Strongly Agree*
8. When teaching a lesson, teachers should base teaching decisions on the ongoing feedback (verbal and nonverbal) received from students.  
*I... Strongly Disagree      Disagree      Agree      Strongly Agree*
9. Teachers should modify lessons while teaching based upon feedback (verbal and nonverbal) that they receive from students.  
*I... Strongly Disagree      Disagree      Agree      Strongly Agree*
10. When a child enters a classroom knowing less than his/her peers, the teacher should employ strategies that help the student catch up to his/her peers.  
*I... Strongly Disagree      Disagree      Agree      Strongly Agree*
11. When the school year begins, the teacher should assume that all students are ready for the curriculum at that grade level.  
*I... Strongly Disagree      Disagree      Agree      Strongly Agree*

12. Curriculum standards are essential because they ensure that all students are taught the same material.  
*I... Strongly Disagree      Disagree      Agree      Strongly Agree*
13. Teachers should strive to plan standards-based lessons.  
*I... Strongly Disagree      Disagree      Agree      Strongly Agree*
14. The main goal for teachers should be to plan and organize tasks so that students can attain the standards for that subject and/or grade level.  
*I... Strongly Disagree      Disagree      Agree      Strongly Agree*
15. Teachers should use standards-aligned assessments to guide instruction.  
*I... Strongly Disagree      Disagree      Agree      Strongly Agree*
16. Standardized end-of-grade or end-of-course tests required by the state allow teacher to evaluate students' understandings of the standards.  
*I... Strongly Disagree      Disagree      Agree      Strongly Agree*
17. When planning lessons, teachers should first think about the standards for the subject area and grade level.  
*I... Strongly Disagree      Disagree      Agree      Strongly Agree*
18. A teacher's job is to act as a "more knowledgeable other;" addressing the required standards in an efficient and effective manner.  
*I... Strongly Disagree      Disagree      Agree      Strongly Agree*
19. The state standards adequately address the concepts that are essential for all students to know.  
*I... Strongly Disagree      Disagree      Agree      Strongly Agree*
20. Teaching to the standards is the most effective way to ensure that all students receive a quality education.  
*I... Strongly Disagree      Disagree      Agree      Strongly Agree*
21. Teachers should strictly adhere to the prescribed programs adopted by their schools.  
*I... Strongly Disagree      Disagree      Agree      Strongly Agree*
22. Curriculum pacing guides help ensure that the teacher teach all of the material students need.  
*I... Strongly Disagree      Disagree      Agree      Strongly Agree*
23. A scripted program is essential for a beginning teacher.  
*I... Strongly Disagree      Disagree      Agree      Strongly Agree*

24. Scripted lessons help the teacher prepare and deliver focused lessons.  
*I... Strongly Disagree      Disagree      Agree      Strongly Agree*
25. Teachers should use program-based assessments to guide instruction.  
*I... Strongly Disagree      Disagree      Agree      Strongly Agree*
26. Teachers should trust that instructional programs are designed to meet the needs of all learners.  
*I... Strongly Disagree      Disagree      Agree      Strongly Agree*
27. Teachers should trust that modifications for students performing below grade level are adequately addressed by instructional programs.  
*I... Strongly Disagree      Disagree      Agree      Strongly Agree*
28. Teachers should trust that modifications for students performing above grade level are adequately addressed by instructional programs.  
*I... Strongly Disagree      Disagree      Agree      Strongly Agree*
29. A teacher's job is to act as a bearer of information; delivering the information presented in the instructional program.  
*I... Strongly Disagree      Disagree      Agree      Strongly Agree*
30. When making instructional decisions, teachers should trust the experts that designed the instructional programs  
*I... Strongly Disagree      Disagree      Agree      Strongly Agree*

**Practice:**

**Read the following statements and choose the responses that most closely matches your PRACTICE**

- 1a. When teaching, I think first about what my students know and then about what I need to teach them.

*Almost Never*

*Seldom*

*Sometimes*

*Usually*

- 1b. I do this because:

- I believe it is the right thing to do.
- I am told to do it by my school administration and/or by the adopted curriculum.
- It is both the right thing to do AND it is mandated by my school administration and/or adopted curriculum.

- 2a. When teaching, I base my teaching decisions on ongoing feedback (verbal and nonverbal) that I receive from my students.

*Almost Never*

*Seldom*

*Sometimes*

*Usually*

- 2b. I do this because:

- I believe it is the right thing to do.
- I am told to do it by my school administration and/or by the adopted curriculum.
- It is both the right thing to do AND it is mandated by my school administration and/or adopted curriculum.

- 3a. When teaching, I employ multiple strategies to help students who are performing below grade level to “catch up” with peers.

*Almost Never*

*Seldom*

*Sometimes*

*Usually*

- 3b. I do this because:

- I believe it is the right thing to do.
- I am told to do it by my school administration and/or by the adopted curriculum.
- It is both the right thing to do AND it is mandated by my school administration and/or adopted curriculum.

- 4a. When teaching, I can identify the strengths and needs of each student in my class.

*Almost Never*

*Seldom*

*Sometimes*

*Usually*

- 4b. I do this because:

- I believe it is the right thing to do.
- I am told to do it by my school administration and/or by the adopted curriculum.
- It is both the right thing to do AND it is mandated by my school administration and/or adopted curriculum.

- 5a. When teaching, I plan tasks of varying levels of difficulty to address the varying needs of my students.

*Almost Never*

*Seldom*

*Sometimes*

*Usually*

- 5b. I do this because:

- I believe it is the right thing to do.
- I am told to do it by my school administration and/or by the adopted curriculum.
- It is both the right thing to do AND it is mandated by my school administration and/or adopted curriculum.

6a. When teaching, I rely only on the curriculum-based assessments to inform my instruction.

***Almost Never***                      ***Seldom***                      ***Sometimes***                      ***Usually***

6b. I do this because:

- I believe it is the right thing to do.
- I am told to do it by my school administration and/or by the adopted curriculum.
- It is both the right thing to do AND it is mandated by my school administration and/or adopted curriculum.

7a. When teaching, I stick to the lessons provided by my school's instructional program.

***Almost Never***                      ***Seldom***                      ***Sometimes***                      ***Usually***

7b. I do this because:

- I believe it is the right thing to do.
- I am told to do it by my school administration and/or by the adopted curriculum.
- It is both the right thing to do AND it is mandated by my school administration and/or adopted curriculum.

8a. When teaching, I only use the modifications and materials provided by the instructional program to meet the range of needs in my classroom.

***Almost Never***                      ***Seldom***                      ***Sometimes***                      ***Usually***

8b. I do this because:

- I believe it is the right thing to do.
- I am told to do it by my school administration and/or by the adopted curriculum.
- It is both the right thing to do AND it is mandated by my school administration and/or adopted curriculum.

9a. When teaching, I deliver the information exactly as it is presented by the instructional program adopted by my school.

***Almost Never***                      ***Seldom***                      ***Sometimes***                      ***Usually***

9b. I do this because:

- I believe it is the right thing to do.
- I am told to do it by my school administration and/or by the adopted curriculum.
- It is both the right thing to do AND it is mandated by my school administration and/or adopted curriculum.

10a. When teaching, I trust the experts who designed the instructional program adopted by my school.

***Almost Never***                      ***Seldom***                      ***Sometimes***                      ***Usually***

10b. I do this because:

- I believe it is the right thing to do.
- I am told to do it by my school administration and/or by the adopted curriculum.
- It is both the right thing to do AND it is mandated by my school administration and/or adopted curriculum.

11a. When teaching, I begin my planning with the standards for my grade level and subject area.

***Almost Never***                      ***Seldom***                      ***Sometimes***                      ***Usually***

11b. I do this because:

- I believe it is the right thing to do.
- I am told to do it by my school administration and/or by the adopted curriculum.
- It is both the right thing to do AND it is mandated by my school administration and/or adopted curriculum.

12a. When teaching, I diligently address the standards for my grade level and subject area.

***Almost Never***                      ***Seldom***                      ***Sometimes***                      ***Usually***

12b. I do this because:

- I believe it is the right thing to do.
- I am told to do it by my school administration and/or by the adopted curriculum.
- It is both the right thing to do AND it is mandated by my school administration and/or adopted curriculum.

13a. When teaching, I assume that all of my students are ready for the curriculum at my grade level

***Almost Never***                      ***Seldom***                      ***Sometimes***                      ***Usually***

13b. I do this because:

- I believe it is the right thing to do.
- I am told to do it by my school administration and/or by the adopted curriculum.
- It is both the right thing to do AND it is mandated by my school administration and/or adopted curriculum.

14a. When teaching, I view my main goal as planning and organizing lessons that allow students to attain the standards for my grade level and subject area.

***Almost Never***                      ***Seldom***                      ***Sometimes***                      ***Usually***

14b. I do this because:

- I believe it is the right thing to do.
- I am told to do it by my school administration and/or by the adopted curriculum.
- It is both the right thing to do AND it is mandated by my school administration and/or adopted curriculum.

15a. When teaching, I consult a pacing guide to ensure that I cover all of the required standards for my grade level and subject area.

***Almost Never***                      ***Seldom***                      ***Sometimes***                      ***Usually***

15b. I do this because:

- I believe it is the right thing to do.
- I am told to do it by my school administration and/or by the adopted curriculum.
- It is both the right thing to do AND it is mandated by my school administration and/or adopted curriculum.

Profile for Teacher Decision Making Question Key					
<u>Belief Section</u>			<u>Teacher Practice Section</u>		
<u>SCB</u>	<u>SBB</u>	<u>CBB</u>	<u>SCP</u>	<u>SBP</u>	<u>CBP</u>
1	13	12	1a & 1b	11a & 11b	6a & 6b
2	14	21	2a & 2b	12a & 12b	7a & 7b
3	15	22	3a & 3b	13a & 13b	8a & 8b
4	16	23	4a & 4b	14a & 14b	9a & 9b
5	17		5a & 5b	15a & 15b	10a & 10b
6	18				
7	19				
8	20				
9					
10					
11					

Key:

SCB: Student Centered Belief

SBB: Standards-Based Belief

CBB: Curriculum-Based Belief

SCP: Student-Centered Practice

SBP: Standards-Based Practice

CBP: Curriculum-Based Practice

Profile for Teacher Decision Making (Griffith, 2011) as found in Griffith, R., Massey, D., & Atkinson, T. S. (2013). Examining the forces that guide teaching decisions. *Reading Horizons*, 52(4), 305-331.

## APPENDIX C

### Participant Interview: Preliminary

### Participant Interview: Preliminary

Consent form will be confirmed or presented. Signature will be obtained as well as consent to record. Profile for Teacher Decision Making sections Demographics will be given first. Then the below interview questions, followed by the Beliefs, and Practice sections at the end of the interview.

[Profile for Teacher Decision Making – Demographics Section, Questions 1-7]

1. How would you define literacy?
2. Share with me about your role as it pertains to literacy and the reading curriculum at your school.
3. What skills do you think a literacy specialist needs to teach literacy?
4. What does the term “effective teacher” mean to you?
5. Share with me a typical literacy lesson in your classroom.
  - a. Examples

[Profile for Teacher Decision Making – Beliefs and Practice Sections]

## APPENDIX D

### Participant Interview: After Classroom Observations

### Participant Interview: After Classroom Observations

Participant will be reminded of consent and verbally asked if he/she still agrees to participate.

1. Talk about the adaptations that you made during the literacy lesson.
  - a. When I saw you \_\_\_\_\_ during the lesson, was that a spontaneous change, something you had planned?
2. What lead you to make that adaptation?
3. What were you thinking while you were making that adaptation?
4. How did you know to do that? (Parsons, 2012, page 165)
5. Was the adaptation effective? (Parsons, 2012, page 165)
6. What adaptation, if any, do you anticipate before the next lesson?
  - a. What are your thoughts behind that adaptation or change?

Repeat until participant is exhausted out of decisions that they made. Refer to field notes to name other decisions that were made.

Example:

*When I saw you let Peter continue reading house for home throughout the paragraph, what were you thinking? Was that planned or spontaneous?*

## APPENDIX E

### Participant Interview: Follow-up

### Participant Interview: Follow-up

Participant will be reminded of consent and verbally asked if he/she still agrees to participate.

Responses from previous interview will be made available to participant. This will serve as member check, verifying, confirming and clarifying data gathered from any previous interview.

1. After reviewing the transcripts of lesson interview, is there any additional information you would like to add to, remove or clarify?
2. Anything regarding your thoughts behind any of the adaptations during literacy instruction that were observed or that we discussed?
3. What changes, if any, would you like to consider for the future?
4. (If applicable) What factors influenced any anticipated changes?
5. Are there any thoughts or information you would like to share?
6. Do you have any questions regarding the study or the next steps?

Repeat until participant has nothing additional to share.

## APPENDIX F

### Consent Form

TEXAS WOMAN'S UNIVERSITY  
CONSENT TO PARTICIPATE IN RESEARCH

TITLE: Literacy Specialists: Understanding Adaptive Teaching in Elementary Intervention Settings

INVESTIGATOR: Bonnie A. Barksdale, M. Ed.  
ADVISOR: Patricia Watson, Ph.D.

[bbarksdale@twu.edu](mailto:bbarksdale@twu.edu) (940)898-2227  
[pwatson2@twu.edu](mailto:pwatson2@twu.edu) (940)898-2227

PURPOSE OF THE STUDY

You are being asked to participate in a research study for Mrs. Barksdale's dissertation at Texas Woman's University. The purpose of this research is to explore and describe the decisions and adaptations that specialists of literacy make before, during and after literacy instruction.

STUDY PROCEDURES

As a participant of this study, you will be asked to allow the researcher to observe 5 literacy instruction lessons and complete a series of interviews ranging from preliminary (getting to know you) to post observation literacy instruction lessons (6 interviews). You and the researcher will decide upon mutually agreed upon scheduled appointments for the classroom observations as well as the interviews. The researcher will take notes during the classroom observations and utilize teacher provided lesson plans. These lesson plans will be de-identified (given an identification number) and used to inform the researcher of instructional decisions that are planned (in the lesson plan) or in the moment. The post observation interviews will be audio recorded for accuracy and clarity as well as utilizing classroom notes. Only the researcher and her advisor will have access to any study recordings or documents. As part of the study, you will be asked to complete the Beliefs and Practices section of the Profile for Decision Making Survey. In order to be a participant in this study, you must be currently teaching as a literacy specialist in an elementary grade setting (kindergarten through fifth grade).

TIME COMMITMENT

As a participant in this study, you will be asked to complete 6 interviews outside of instructional time. Each interview will last no longer than 60 minutes. A complete investment of time will be no more than 360 minutes, or 6 hours to be a participant in this study.

POTENTIAL RISKS

The researcher will observe teaching decisions that are made during a literacy instruction sessions and ask you questions about those decisions. The possible risks for participating in this study are as follows:

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Texas Woman's University  
Institutional Review Board  
Approved: October 12, 2017

Initials \_\_\_\_\_  
Page 1 of 3

A possible risk in this study is embarrassment with these questions you are asked and classroom observations. If you become tired, or upset, you may take breaks as needed. The researcher will attempt to keep all interactions positive and approach all sessions in a manner that is reflective, not judgmental. None of the data that the researcher collects will be evaluative or shared with administrators.

Another risk in this study is loss of confidentiality. Confidentiality will be protected to the extent that is allowed by law. The audio recordings will be stored in a locked cabinet in the researcher's office and only identifiable by an identification number. The identification numbers and master list of participant names will be stored separately from all other data. Only the researcher, her advisor will have access to any recordings, transcripts and artifacts that are part of the research study. The audio recordings as well as transcripts will be destroyed after five years after the study is finished. The results of the study will be used in the researcher's dissertation as well as academic journals in the field of literacy. There is a potential risk of loss of confidentiality in all email, downloading, electronic meetings and internet transactions. This information will be destroyed 5 years after the conclusion of the study.

Another possible risk is loss of anonymity. Anonymity cannot be guaranteed because email will be used to obtain permissions from participants. However, email will be sent and received via the researcher's password-protected university account. Also, other teachers in the district may learn of the study.

Another possible risk is coercion. Participation in this study is voluntary and a participant may choose to discontinue the study at any time.

Loss of time is another potential risk for the study. The researcher will be prompt and conscious of time spent during the interviews and classroom observations. The researcher will not exceed the time limit allowed in efforts to minimize loss of time. The researcher will be prompt and ready for interviews at the agreed upon scheduled times.

The researchers will try to prevent any problem that could happen because of this research. You should let the researchers know at once if there is a problem and they will help you. However, TWU does not provide medical services or financial assistance for injuries that might happen because you are taking part in this research.

#### PARTICIPATION AND BENEFITS

Your involvement in this study is completely voluntary and you may withdraw from the study at any time. A benefit of the study could be a deeper understanding of your own decision making during literacy instruction. If you would like to read the results of this study we will send them to you\*.

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Texas Women's University  
Institutional Review Board  
Approved: October 12, 2017

Initials \_\_\_\_\_  
Page 2 of 3

#### QUESTIONS REGARDING THE STUDY

You will be given a copy of this signed and dated consent form to keep. If you have any questions about the research study you should ask the researchers; their phone numbers and emails are at the top of this form. If you have any questions about your rights as a participant in this research or the way this study has been conducted, you may contact the Texas Woman's University Office of Research and Sponsored Programs at 940-898-3378 or via email at [IRB@twu.edu](mailto:IRB@twu.edu).

\_\_\_\_\_  
Signature of Participant

\_\_\_\_\_  
Date

\*If you would like to know the results of this study, tell us where you want them to be sent:

Email: \_\_\_\_\_

Or

Address: \_\_\_\_\_

\_\_\_\_\_

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Approved: October 12, 2017

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## APPENDIX G

### Coding System for Adaptations

## Coding System for Adaptations

Adapted from Parsons (2010, 2012).

1. The teacher modifies the lesson objective.
2. The teacher changes means by which objectives are met (e.g., materials, strategy, activity, assignment, procedures, or routines)
3. The teacher invents an example or analogy
4. The teacher inserts a mini-lesson
5. The teacher suggests different ways students could deal with a situation or a problem
6. The teacher omits certain planned activities or assignments (for reasons other than lack of time) or inserts an unplanned activity or assignment.
7. The teacher changes the planned order of instruction.

## APPENDIX H

### Coding System for Reflections

## Coding System for Reflections

Adapted from Parsons (2010, 2012).

- A. Because the objectives are not met
- B. To challenge or elaborate
- C. To teach a specific strategy or skill
- D. To help students make connections
- E. Uses knowledge of student(s) to alter instruction
- F. To check students' understanding
- G. In anticipation of upcoming difficulty
- H. To manage behavior
- I. To manage time
- J. To promote student engagement

## APPENDIX I

### Overview of Adaptations and Reflections: Loretta

### Overview of Adaptations and Reflections: Loretta

Loretta's Coded Adaptations	
Adaptation Codes (Parsons, 2010, 2012)	
1. Modified the lesson objective	0
2. Changes means by which objectives are met	11
3. Invents an example or analogy	1
4. Inserts a mini-lesson	0
5. Suggests a different perspective to students	2
6. Omits a planned activity or assignment	5
7. Changes the planned order of instruction	1
Open Codes	
8. To Tell	1
9. Prompt Student	10
10. Praise Student	3
Total	34

Loretta's Coded Reflections	
Reflection Codes (Parsons, 2010, 2012)	
F. Because the objectives are not met	0
G. To challenge or elaborate	3
H. To teach a specific strategy or skill	13
I. To help students make connections	3
J. Uses knowledge of student(s) to alter instruction	2
I. To check students' understanding	3
J. In anticipation of upcoming difficulty	4
N. To manage time	1
O. To promote student engagement	2
Open Codes	
P. To practice	2
Q. To reinforce	1
Total	34

APPENDIX J  
Lesson Plans: Loretta

# Lesson Plan: Loretta Observation 1

Title of the Book: <u>All About the Sonoran Desert</u> Level: <u>J-77</u> Reading comprehension goals: <u>ask, answer ? a main topic, text features</u>	
Day One	Day Two
Word Work (2 minutes): vowel team word sort (word cards) ● High Frequency Word Drill (2 minutes): Sonoran cactus, tortoise, feathers, dropped ● Vocabulary (2 minutes): Preview the glossary words. (desert, spines, stores, swell) Book Introduction (1 minute): This book teaches us about the Sonoran Desert. What do you know about deserts? Set Purpose (1 minute): Let's read to learn more about the Sonoran desert. Read/Discuss/Check in with Students (20 minutes): *Preview the text features in the book. (headings, bold words, glossary, captions, labels) p.2-3 What is the Sonoran Desert like? p.4-9 What plants live in the desert? What makes them special? p.10-15 What animals live in the desert? How do they stay cool? p.16 What happens when it rains in the desert? *Make a circle map to show what you learned.	Word Work (2 minutes): High Frequency Word Drill (2 minutes): Use the words to play Vocabulary (2 minutes): vocab tic-tac-toe Get back in the text (1-3 minutes): Preview your circle map to see what you learned. Set Purpose (1 minute): Today we will practice answering ?s about the book. Read/Discuss/Check in with Students (17 minutes): • Reread <u>All About the            Sonoran Desert</u> . • Work together to answer the test practice questions. Review/Discuss (2 minutes): *If there is time, use your circle map to write about 3 things you learned about the Sonoran Desert.

# Lesson Plan: Loretta Observation 2

Title of the Book: <u>The Bird Feeders</u> Level: <u>H - 78</u>	
Reading comprehension goals:	
Day One	Day Two
<p>Word Work (2 minutes): listen for sounds to spell words (sound boxes)</p> <p>High Frequency Word Drill (2 minutes): watch, ground, climb</p> <p>Vocabulary (2 minutes): peck, pinwheels, twirled</p> <p>Book Introduction (1 minute): This book is about Nana's bird feeder and the animals who eat out of it.</p> <p>Set Purpose (1 minute): Let's read to find out what animals eat out of the bird feeder.</p> <p>Read/Discuss/Check in with Students (20 minutes):</p> <p>p. 2-5 What is the problem? How do Rose and Matt try to solve it?</p> <p>p. 6-9 Who keeps eating the bird seed? How do they try to stop them?</p> <p>p. 10-16 Why did they put all the feeders back up?</p> <p>Review/Discuss (2 minutes): Complete the sequencing activity.</p>	<p>Word Work (2 minutes):</p> <p>High Frequency Word Drill (2 minutes):</p> <p>Vocabulary (2 minutes):</p> <p>Get back in the text (1-3 minutes):</p> <p>Set Purpose (1 minute):</p> <p>Read/Discuss/Check in with Students (17 minutes):</p> <p>Review/Discuss (2 minutes):</p>

# Lesson Plan: Loretta Observation 3

Red #40

Title of the Book: Amazing Eyes

Level: K

**Reading comprehension goals:** IT.2.1-3 Use key details from the text to ask and answer who, what, where, when, why and how questions, identify the main topic of a multiparagraph text, identify the focus of specific paragraphs in the text, and describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. IT.2.5-6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe, and use various text features to locate key facts or information.

Day One	Day Two
<p><b>Word Work (4 minutes):</b> p. 230 To make a contraction with will or not, put two words together and leave a letter or letters out. Show how to put together she will. Have the students use the remaining words to make will contractions.</p>	<p><b>Word Work (4 minutes):</b> p. 230 To make a contraction with will or not, put two words together and leave a letter or letters out. Show how to put together is not. Have the students use the remaining words to make not contractions.</p>
<p><b>Vocabulary (2 minutes):</b> survive, snatch, flick, enormous</p>	<p><b>Vocabulary (2 minutes):</b> survive, snatch, flick, enormous</p>
<p><b>Book Introduction (1 minute):</b> Look at the front cover. What are you wondering? Read aloud the back cover and back inside cover. What do you think we will learn from this book?</p>	<p><b>Get back in the text (1-3 minutes):</b> Review your tree map from yesterday.</p>
<p><b>Set Purpose (1 minute):</b> Today we will use key details to answer questions and identify the main purpose of the text.</p>	<p><b>Set Purpose (1 minute):</b> Today we will use key details to answer questions and identify the main purpose of the text.</p>
<p><b>Read/Discuss/Check in with Students (20 minutes):</b></p> <p>p. 2-5 In what ways are animal eyes different from our own? How does the eagle know how far away the rabbit is?</p> <p>p. 6-9 How are the rabbit's and the chameleon's eyes similar? How are the rabbit's and the chameleon's eyes different?</p>	<p><b>Read/Discuss/Check in with Students (17 minutes):</b></p> <p>p. 10-12 How can cats see at night? How can tarsiers see at night?</p> <p>p. 13-15 How do bees see flowers differently from humans? Why does that help them?</p>
<p><b>Review/Discuss (2 minutes):</b> Start a tree map to organize what we have learned about how animals use their eyes. Title: How Animals Use Their Eyes Each heading can be an category.</p>	<p><b>Review/Discuss (2 minutes):</b> Finish your tree map with the remaining sections. Looking over what you included on your tree map, what was the author's purpose in writing this book? How do you know?</p>

# Lesson Plan: Loretta Observation 4

Red #38	
Title of the Book: <u>Lunch at the Zoo</u> Level: <u>K</u>	
<b>Reading comprehension goals:</b> IT.2.1-3 Use key details from the text to ask and answer who, what, where, when, why and how questions, identify the main topic of a multiparagraph text, identify the focus of specific paragraphs in the text, and describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	
Day One	Day Two
<p><b>Word Work (4 minutes):</b> p. 218 Add -es to words that end in -x, -ch, -s, -ss, -tch, or -zz. Show the following words: mix, bench, bus, glass, watch, buzz. Should you add -s or -es to make each word mean more than one? Give partners the remaining words and have them take turns making the words plural.</p> <p><b>Vocabulary (2 minutes):</b> python, bored, hunt</p> <p><b>Book Introduction (1 minute):</b> Today's book is called <u>Lunch at the Zoo</u>. Read the back of the book. What do you think we will learn about? How does this book connect to the last book we read?</p> <p><b>Set Purpose (1 minute):</b> Today we will practice using key details to answer questions.</p> <p><b>Read/Discuss/Check in with Students (20 minutes):</b></p> <p>p. 2-5 How do animals get food in the wild? Do animals eat the same food in zoos that they eat in the wild? Why or why not?</p> <p>p. 6-9 What is a lemming? How do you know? How do zookeeper get snakes to eat mice?</p> <p><b>Review/Discuss (2 minutes):</b> What are two things you have learned from the text so far?</p>	<p><b>Word Work (4 minutes):</b> p. 218 Add -es to words that end in -x, -ch, -s, -ss, -tch, or -zz. Review the principle from last time. Play a memory game where you have to match the singular word to the plural.</p> <p><b>Vocabulary (2 minutes):</b> python, bored, hunt</p> <p><b>Get back in the text (1-3 minutes):</b> Review the facts that you wrote down from last time.</p> <p><b>Set Purpose (1 minute):</b> Today we will practice using key details to answer questions.</p> <p><b>Read/Discuss/Check in with Students (17 minutes):</b></p> <p>p. 10-13 What is nutria? How do you know? Choose one animal and explain how zookeeper keep it from getting bored.</p> <p>p. 14-16 How do gorillas hunt in zoos? What benefits are there to finding the right food for animals at the zoo?</p> <p><b>Review/Discuss (2 minutes):</b> What connections can you make between this text and our last text (<u>What's New at the Zoo?</u>)?</p>

## APPENDIX K

### Overview of Adaptations and Reflections: Jeanette

### Overview of Adaptations and Reflections: Jeanette

Jeanette's Coded Adaptations	
Adaptation Codes (Parson, 2010, 2012)	
1. Modified the lesson objective	0
2. Changes means by which objectives are met	9
3. Invents an example or analogy	1
4. Inserts a mini-lesson	3
5. Suggests a different perspective to students	1
6. Omits a planned activity or assignment	12
7. Changes the planned order of instruction	0
Open Codes	
8. To Tell	0
9. Prompt Student	13
10. Praise Student	2
11. End Lesson	2
12. No Prompt	1
Total	44

Jeanette's Coded Reflections	
Reflection Codes (Parsons, 2010, 2012)	
F. Because the objectives are not met	0
G. To challenge or elaborate	4
H. To teach a specific strategy or skill	20
I. To help students make connections	5
J. Uses knowledge of student(s) to alter instruction	4
I. To check students' understanding	2
J. In anticipation of upcoming difficulty	2
N. To manage time	4
O. To promote student engagement	3
Open Codes	
P. To practice	0
Q. To reinforce	0
Total	44

## APPENDIX L

### Lesson Plans: Jeanette

# Lesson Plan: Jeanette Observation 1

**0826**

0826 Lesson

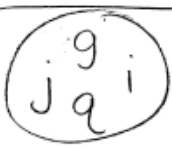
Name: [REDACTED]		Lesson: 47		Date: 11/16
Familiar Reading	New Text	Strategic Activities on Text		Letter Work, Breaking, Word Work and Analysis
		Observed	Prompted	
<p>Yesterday's RR</p> <p>Eek!</p>	<p>The Lion's Tail 9/147</p> <p>This is a story about a lion who couldn't find his tail, so his friends help him look for it. Let's see if they find it.</p>			<p>-ay</p> <p>day</p>
<p>RR Book</p> <p>Haircuts for Bella + Rosie</p> <p>Level: 9/129</p>	<p>-couldn't (p2)</p> <p>-along (p3)</p> <p>-behind (p5)</p> <p>-Mr. Lion (p13)</p>			

\* Work on fluency + reading w/ eyes + independence

# Lesson Plan: Jeanette Observation 1 (Continued)

WRITING		Cut Up Story, Space, Concepts, Sequence, Phrasing		Comments on Lesson	
Conversation: How did Bella feel about getting a haircut? Message Composed:					
Constructing Words, Gaining Fluency					
Familiar Words	Independence	Take Words Apart	Boxes	Analogy	Formation

# Lesson Plan: Jeanette Observation 2

Name: [REDACTED]		Lesson: 54		Date: 11/29	
		Strategic Activities on Text			
Familiar Reading	New Text	Observed	Prompted	Letter Work, Breaking, Word Work and Analysis	
Having Fun	Don't Look Up! 6/66			Review like and	
Baby Wakes Up	Why do you think the boy is telling his mom, "Don't look up!"? This is a story about Andy and his missing spider.				
Yesterday's RR Baby Zebra	Andy's spider got out of his box and mom is not happy. Let's see how she feels about spiders. "Eck!" shouted (p.6)			blending/Analog can man	
RR Book Baby Hippo					
Level: 6/117					

Focus - using strategies independently  
building visual memory for words

# Lesson Plan: Jeanette Observation 2 (Continued)

WRITING		Cut Up Story, Space, Concepts, Sequence, Phrasing		Comments on Lesson	
Conversation: Tell me two things you like to do. Message Composed:					
Constructing Words, Gaining Fluency					
Familiar Words	Independence	Take Words Apart	Boxes	Analogy	Formation

# Lesson Plan: Jeanette Observation 3

Name: [REDACTED]		Lesson: 53		Date: 12/6	
		Strategic Activities on Text		Letter Work, Breaking, Word Work and Analysis	
Familiar Reading	New Text	Observed	Prompted		
	Nightmare Hill 9/129			then	
Yesterday's RR Fat Cats Chair	Amanda and her friend Sam are playing. Amanda wants to go sledding on Nightmare Hill, but Sam doesn't want to. Let's see what Sam wants to do?				
RR Book The Gingerbread Man Level: 9/103	- Monday, Tuesday - break showman (#5)				

### Lesson Plan: Jeanette Observation 3 (Continued)

WRITING		Cut Up Story, Space, Concepts, Sequence, Phrasing		Comments on Lesson	
<p>Conversation:            What should the Gingerbread Man have said when the fox offered to help him?            Message:            Composed:</p>					
Constructing Words, Gaining Fluency					
Familiar Words	Independence	Take Words Apart	Boxes	Analogy	Formation

Lesson Plan: Jeanette Observation 4

0826

Name: <span style="background-color: black; color: black;">[REDACTED]</span>		Lesson: 59		Date: 12/13
Familiar Reading	New Text	Strategic Activities on Text		Letter Work, Breaking, Word Work and Analysis
		Observed	Prompted	
<p>Yesterday's RR</p> <p>Bella is a Bad Dog</p> <p>RR Book</p> <p>A Mouse in the House</p> <p>Level: 12/12 (p1)</p>	<p>The Clever Penguins 12/106 (p11)</p> <p>What did you learn about Penguins?</p> <p>This is a story about a mother penguin and a father penguin and how they take care of their eggs. Mother Penguin sat on the eggs day after day until one day father penguin</p>			<p><u>review</u> was <u>new</u> then</p> <div style="border: 1px solid black; border-radius: 50%; width: 150px; height: 150px; margin: 10px auto; display: flex; flex-direction: column; align-items: center; justify-content: center;"> <span style="font-size: 1.5em;">b</span>  <span style="font-size: 1.5em;">a</span>  <span style="font-size: 1.5em;">e</span>  <span style="font-size: 1.5em;">g</span>  <span style="font-size: 1.5em;">E</span> </div>
<p>Carrie back then mother penguin went out to see (p1)</p> <p>to eat + get fat. Let's see what happens when she gets back</p> <p style="text-align: right; font-weight: bold;">*Focus: Looking through a whole word + checking endings</p>				

# Lesson Plan: Jeanette Observation 4 (Continued)

WRITING		Cut Up Story, Space, Concepts, Sequence, Phrasing		Comments on Lesson	
<p>Conversation:  Why did Jasper finally get the mouse?  Message  Composed:</p>					
Constructing Words, Gaining Fluency					
Familiar Words	Independence	Take Words Apart	Boxes	Analogy	Formation

## APPENDIX M

### Sample of Coded Data: Loretta

### Sample of Coded Data: Loretta

In district Participant		PARSONS		SHULMAN		Memo/Notes		Data Source 1	Data Source 2	Data Source 3	Research Question #	Big Themes / IDEAS
Participant ID	Participant Name	Participant Role	Participant Location	Participant Grade	Participant School	Participant District	Participant State	Session 1 Part 1	Session 2	Session 3	Session 4	Session 5
1020	Loretta											
1.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	1	1	1	1	1
2.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	2	2	2	2	2
3.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	3	3	3	3	3
4.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	4	4	4	4	4
5.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	5	5	5	5	5
6.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	6	6	6	6	6
7.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	7	7	7	7	7
8.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	8	8	8	8	8
9.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	9	9	9	9	9
10.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	10	10	10	10	10
11.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	11	11	11	11	11
12.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	12	12	12	12	12
13.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	13	13	13	13	13
14.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	14	14	14	14	14
15.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	15	15	15	15	15
16.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	16	16	16	16	16
17.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	17	17	17	17	17
18.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	18	18	18	18	18
19.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	19	19	19	19	19
20.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	20	20	20	20	20
21.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	21	21	21	21	21
22.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	22	22	22	22	22
23.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	23	23	23	23	23
24.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	24	24	24	24	24
25.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	25	25	25	25	25
26.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	26	26	26	26	26
27.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	27	27	27	27	27
28.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	28	28	28	28	28
29.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	29	29	29	29	29
30.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	30	30	30	30	30
31.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	31	31	31	31	31
32.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	32	32	32	32	32
33.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	33	33	33	33	33
34.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	34	34	34	34	34
35.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	35	35	35	35	35
36.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	36	36	36	36	36
37.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	37	37	37	37	37
38.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	38	38	38	38	38
39.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	39	39	39	39	39
40.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	40	40	40	40	40
41.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	41	41	41	41	41
42.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	42	42	42	42	42
43.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	43	43	43	43	43
44.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	44	44	44	44	44
45.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	45	45	45	45	45
46.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	46	46	46	46	46
47.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	47	47	47	47	47
48.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	48	48	48	48	48
49.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	49	49	49	49	49
50.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	50	50	50	50	50
51.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	51	51	51	51	51
52.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	52	52	52	52	52
53.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	53	53	53	53	53
54.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	54	54	54	54	54
55.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	55	55	55	55	55
56.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	56	56	56	56	56
57.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	57	57	57	57	57
58.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	58	58	58	58	58
59.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	59	59	59	59	59
60.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	60	60	60	60	60
61.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	61	61	61	61	61
62.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	62	62	62	62	62
63.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	63	63	63	63	63
64.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	64	64	64	64	64
65.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	65	65	65	65	65
66.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	66	66	66	66	66
67.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	67	67	67	67	67
68.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	68	68	68	68	68
69.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	69	69	69	69	69
70.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	70	70	70	70	70
71.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	71	71	71	71	71
72.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	72	72	72	72	72
73.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	73	73	73	73	73
74.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	74	74	74	74	74
75.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	75	75	75	75	75
76.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	76	76	76	76	76
77.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	77	77	77	77	77
78.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	78	78	78	78	78
79.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	79	79	79	79	79
80.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	80	80	80	80	80
81.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	81	81	81	81	81
82.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	82	82	82	82	82
83.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	83	83	83	83	83
84.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	84	84	84	84	84
85.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	85	85	85	85	85
86.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	86	86	86	86	86
87.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	87	87	87	87	87
88.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	88	88	88	88	88
89.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	89	89	89	89	89
90.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	90	90	90	90	90
91.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	91	91	91	91	91
92.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	92	92	92	92	92
93.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	93	93	93	93	93
94.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	94	94	94	94	94
95.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	95	95	95	95	95
96.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	96	96	96	96	96
97.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	97	97	97	97	97
98.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	98	98	98	98	98
99.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	99	99	99	99	99
100.4	1020 Loretta	Teacher	Chicago	10	Chicago	Chicago	Illinois	100	100	100	100	100

## APPENDIX N

Sample of Coded Data: Jeanette

### Sample of Coded Data: Jeanette

[illegible]

