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"Sometimes I do this thing": Exploring preservice teachers' knowledge and beliefs about reading instruction

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"Sometimes I do This Thing": Exploring Preservice Teachers' Knowledge and Beliefs About

Reading Instruction

by

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of the requirements for the degree of
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DEDICATION

For my dad, Jamie Sweeney - a man among men. "*What a beautiful thought*," she said,

"*that even death does not conquer love, and sometimes even makes it stronger*." - Atticus

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ABSTRACT

Prior research has established preservice literacy teachers' beliefs about teaching and learning are often misguided and/or overly-simplistic, yet limited work has examined in what ways their in-the-moment teaching decisions align or misalign with what they believe. This qualitative study used deductive analysis methods to: (1) Identify three preservice teachers' knowledge/beliefs about reading, reading instruction, and learning, as evidenced by their planning, reflecting, and in-the-moment teaching decisions, and (2) investigate if/how participants' knowledge/beliefs manifested across multiple teaching experiences. Findings indicate that while participants made attempts to act on professional ideas they explored/practiced with the support of a university-based mentor, they taught most consistently in strong alignment with their deepest-seated beliefs. Those beliefs frequently represented *(mis)understandings* (Gelfuso, 2018) about teaching, learning, and reading, and mirrored the procedures/priorities of participants' internship contexts. Findings also indicate participants' most salient (mis)understandings were in relation to: (a) The purpose of elementary reading instruction, (b) what it looks like/sounds like to model and guide children, and (c) what it means to learn. Implications/recommendations for preservice literacy teacher educators are discussed, as well as possible future research directions.

CHAPTER ONE: INTRODUCTION

It's a sunny Friday afternoon and I (Sherridon) am sitting at a picnic table across from Gina (all names are pseudonyms), one of 13 preservice teachers I mentor. It's Gina's final year in the teacher preparation program I work for, and she's meeting with me to engage in supported reflection (Gelfuso & Dennis, 2014) about a lesson she recently taught to a small group of her third-grade students. The goal of the lesson was to show her students ways in which their initial drafts of personal narratives were limited in detail and specific language, and to then model how they could go about elaborating on their topics using more precise word choices.

Although Gina and I had planned a detailed model for the lesson that was rich with think-alouds and moments of demonstration, when she enacted the plan, she began by asking students a string of rapid-fire questions. She then released them to revise their pieces by using more precise language, without ever explicitly demonstrating how to do that.

In an effort to draw Gina's attention to this problem, I began our time together by posing a question that unexpectedly opened a window into her thinking and revealed why she never implemented the model we'd planned:

> Sherridon: Now when you were watching the [lesson] video, did you feel like you saw moments...[of] you explicitly leading in demonstration? Or did you feel like it was more on the collaborative side?
>
> Gina: Collaborative side.

Sherridon: So tell me about that decision. How did it become such? Because you planned to model when we planned together, because we saw in their [writing] samples that they needed to see that. And then in execution, it was more like they were doing it. Tell me about that.

Gina: Sometimes I do this thing where I kind of just want to see what they would do first.

Sherridon: Why?

Gina: Just to see what they know already [...] because I like to see how much they could do on their own...so kind of like, use what I'm saying, think about it, and then apply it...I kind of like to do that with them first sometimes.

Gina's comments reflect multiple *(mis)understandings* (Gelfuso, 2018) about literacy teaching and learning. For example, although Gina's students' writing samples had already indicated they were not yet able to do what she intended to teach them to do, she decided to "do this thing" (withhold modeling) to see how much they could "do on their own", signaling she held a belief that teaching means prompting students to "use" what she says, "think about it, and then apply it", without the occurrence of any explicit teaching. In other words, Gina appeared to hold a belief that literacy teaching involves creating situations where children do what a teacher wants them to do without the teacher actually teaching them how to do it.

This belief will hold problematic implications for Gina's future as an educator, if left unchecked. Decades of research have shown individuals are deeply committed to their beliefs (Pajares, 1992; Raths, 2000) and that beliefs mediate what content from coursework preservice teachers align themselves with and enact (Anderson & Holt-Reynolds, 1995; Barnyak & Paquette, 2010; Linek, Sampson, Raine, Klakamp, & Smith, 2006; Pajares, 1992; Raths, 2000; Scharlach, 2008). The stubborn and deeply embedded nature of beliefs mean that although

practical experiences and/or empirical evidence might demonstrate "this thing" (to borrow

Gina's words) a preservice teacher wants to do constrains learning in some way, they may persist

in doing it anyway.

This is a complexity I take a deep interest in, and it's the complexity I turned my

attention to for this research. My study followed three preservice teachers, Maren, Bella, and

Lana, through two full reading lessons they taught while completing their final internship. By

analyzing transcript and video data associated with those reading lessons, I drew on what they

said *and* what they did (their in-the-moment teaching decisions) to gain insight into the beliefs

they held about reading, readers, reading instruction, and learning.

Why Beliefs Matter in Literacy Teacher Preparation

Why do I have a strong investment in uncovering and attending to preservice literacy

teachers' beliefs? The answer to this rests in something Gelfuso (2018) has pointed out:

> Research has established that it is the teacher's ability to engage in quality instruction that
>
> has the greatest impact on student learning (Darling-Hammond, 2006; Flores, 2016). In
>
> the area of literacy, it has been consistently documented that quality instruction leads to
>
> high achievement gains for students of all backgrounds including those who come from
>
> high levels of poverty (Allington & Johnston, 2002; Cunningham, 2006; Fisher, Frey, &
>
> Nelson, 2012; Pressley, Allington, Wharton-McDonald, Block, & Morrow, 2001;
>
> Wharton-McDonald, Pressley, & Hapston, 1998). (p. 10)

In other words, a literacy teacher's beliefs matter because beliefs influence actions (Dewey,

1933), such as pedagogies an educator selects or rejects to enact, and a teacher's actions

construct the literacy learning opportunities made available to children.

Given this finding, it is unsurprising NCATE (2007) has called for the development and maintenance of high standards "for the knowledge, skills, and professional dispositions required of educators" (p. 1). In my work as a literacy teacher educator, I am deeply committed to responding to this call. To do that, I have devoted extensive time and study to the nascent knowledge of preservice teachers, and to the question of how teacher educators can be most effective at assisting them with developing knowledge of literacy teaching and learning and applying it in thoughtful ways in the classroom.

In doing so, as my opening vignette demonstrates, I have encountered a wide variety of beliefs preservice teachers espouse about literacy teaching and learning. These encounters have brought me an increased awareness of the fact that those beliefs often represent (mis)understandings about the work of literacy teachers, the nature of teaching and learning, and/or the capabilities and motivations of children as learners. My repeated exposure to the opportunities and constraints preservice teachers' beliefs pose for children's learning lead me to identify the research questions I explored in this study:

- What knowledge and/or beliefs do three preservice teachers hold about reading, reading instruction, and learning, as evidenced by their planning, reflecting, and in-the-moment teaching decisions?
- In what ways do preservice teachers' knowledge and beliefs manifest across multiple teaching experiences?

Since I believe preservice teachers are not blank slates and do hold some knowledge of teaching (in addition to the (mis)understandings I've witnessed), and it is from this foundation of knowledge teacher educators should build, my study identified not only participants' beliefs but also the professional knowledge they attempted to act on in their planning and teaching. In a later

section, on page 12, I describe how I define beliefs and knowledge as separate and distinct from one another in this research.

Study Rationale

Without fail, scholars who study both inservice and preservice teachers' beliefs articulate they do so because beliefs mediate what preservice teachers take from their preparation programs and how they deliver instruction (e.g., Anderson & Holt-Reynolds, 1995; Pajares, 1992/1993; Wall, 2016). Research in preservice teacher education contexts has consistently argued if teacher educators can gain insight into the beliefs their preservice students tend to bring with them into preparation programs, teacher educators will be able to more skillfully attend to beliefs that may hinder their effectiveness in the classroom (Calderhead & Robson, 1991; Pajares, 1993).

Teacher belief research came to prominence most discernibly in the 1980s (i.e., Nespor, 1987). Since that time, scholars have established that preservice teachers' beliefs function as *intuitive screens* (Goodman, 1988), or *filters* (Leko & Mundy, 2011), that mediate how they interpret and make sense of what they are taught in teacher preparation programs, and, in turn, what and how they themselves ought to teach (see, for example, Caldherhead & Robson, 1991; Hollingsworth, 1989; Hong-Nam & Szabo, 2012; Johnson, 2010; Knowles & Holt-Reynolds, 1991; Pajares, 1992; Richardson, 1996). As Calderhead (1987) has explained it, "Student teachers approach professional training with an existing body of knowledge that shapes what they extract from the training experience and how they use this knowledge in developing their own practice" (p. 17). Because of this, a great deal of prior scholarly work in the area of preservice teacher education has undertaken the task of studying beliefs.

The focus of most of this work has been two-fold: (a) To identify what specific beliefs preservice teachers hold (e.g., Anderson & Holt-Reynolds, 1995; Barnyak & Paquette, 2010;

Deal & White, 2006; Linek, Sampson, Raine, Klakamp, & Smith, 2006; Pajares, 1992; Raths, 2000; Scharlach, 2008), and/or (b) to describe if and how those beliefs evolve over the course of a preparation program or a specific course (e.g., Anderson & Holt-Reynolds, 1995; Barnyak & Paquette, 2010; Brodeur & Ortmann, 2018; Deal & White, 2006; Duffy & Atkinson, 2001). These studies commonly report:

- Beliefs can be persistent and difficult to change (Leavy, McSorley & Bote, 2007; Lortie, 1975; Pajares, 1993; Raths, 2000)

- Beliefs are formed, at least in part, by prior schooling experiences (Britzman, 1991; Hong-Nam & Szabo, 2012; John, 2013; Lortie, 1975; Knowles & Holt-Reynolds, 1991)

- Teacher educators must understand the beliefs of preservice teachers in order to effectively respond to them (Deal & White, 2006; Gelfuso, 2018; Pajares, 1993; Wall, 2016)

- Preservice teachers' beliefs about teaching are often overly simplistic (Brodeur & Ortmann, 2018; John, 2013; Leko & Mundy, 2011; Wall, 2016)

- Preservice teachers frequently believe they have little to learn from the formal study of teaching (Kennedy, 1997), partly due to the fact that "the profession of teaching is generally seen to be relatively easy" (Labaree, 2000, p. 231)

The foregoing literature is important work. Now, more work remains to be done. For example, current literature tends to paint with a broad stroke when identifying the beliefs preservice teachers hold (beliefs are often treated as static and unidimensional), and beliefs have typically been inferred from what preservice teachers say via self-report data, rather than what they say and do (as Pajares (1993) has recommended). In contrast, this study adds to existing literature because it draws on data that captured both what preservice teachers said (during

planning/reflective conversations) as well as what they did (in recordings of their teaching) to identify their beliefs.

Additionally, in an interesting paradox, past research has placed surprisingly little emphasis on the content-specific expertise of teacher educators who prepare preservice teachers to be literacy educators, and what role that expertise plays in their work. Instead, prior studies have tended to foreground field experiences, course assignments, and/or preservice teachers' peers (e.g., Knowles & Holt-Reynolds, 1991; Lee & Choi, 2012; McAllister & Neubert, 1995) as purported pedagogies for responding to beliefs. However, there is currently a lack of robust empirical evidence to show that field experiences, course assignments, and/or collaboration with peers, in and of themselves, are effective pedagogies that lead preservice teachers to rethink their beliefs.

Study Context: Literacy Content Coaching

The aforementioned missing pieces in current research offered me an opportunity to contribute to scholarly work through the questions my study was concerned with and the methods I used to inform those questions. Participants in my study were three preservice teachers in their final year of the teacher residency program I worked for at the time of this study (I'll refer to that program as "RP" throughout this document). To gain insight into the knowledge and beliefs they held (in particular, beliefs that represent (mis)understandings) and how those beliefs functioned across their planning, teaching, and reflective experiences, I drew on both audio and video data. The audio data were recordings of planning/reflective conversations I facilitated with participants and the video data were recordings of their enactments of those lessons, which we collaboratively planned during *literacy content coaching* sessions from the 2018-2019 school year. Additionally, I drew on participants' own written observations about their teaching,

referred to in content coaching as "codes" (participants' codes were left on certain timestamps of their lesson videos using an online video reflection platform called Edthena).

Literacy content coaching was developed in the context of the Urban Teacher Residency Partnership Program by Gelfuso and Dennis (2014) as a pedagogy for accelerating the development of preservice teachers' *pedagogical content knowledge* (Shulman, 1986) (PCK). According to Wilson, Shulman, and Richert (1987), PCK is not merely a teacher's personal understanding of a subject area. It is also not just a teacher's personal beliefs. Rather, it is a teacher's knowledge of a subject area as well as an ability to communicate and represent concepts for students in ways that foster the development of their understanding of the subject matter (Wilson et al., 1987).

Possession of strong PCK is a defining feature of a teacher and it sets professional teachers apart from general members of the public. This is because, while one may personally have strong literacy skills, or prior experiences with children, it does not follow they have a professional understanding of how to represent and/or address "the subject matter, the aspects of the subject matter that pupils find easy or difficult, and the preconceptions that pupils may bring to the learning situation" (Calderhead, p. 1, 1987). This critical understanding is what a professional teacher possesses, and it's the possession of this PCK, in part, that distinguishes one as a member of the teaching profession.

To accelerate the development of preservice teachers' PCK, coaching cycles in RP were facilitated by a *content coach,* or an individual with expertise in the area of literacy teaching and learning. At various points throughout this study, I will refer to the content coach as a *knowledgeable other* (Vygotsky, 1978). According to Vygotsky (1978), a knowledgeable other is a more experienced/capable individual who a less experienced/capable individual stands to learn

from if given exposure to their thinking, ideas, and behaviors. In the data used for this study, I was the preservice teachers' content coach.

Given the structure of literacy content coaching, in which a newcomer to the profession (the preservice teacher) works under the guidance and support of a knowledgeable other (the content coach) to acquire knowledge and techniques of the profession, I view literacy content coaching as directly resembling what I think of as a metaphorical "apprenticeship". This perspective I hold will become relevant and be further unpacked in later chapters of this document.

At the time of the study, literacy content coaching cycles in RP followed a three-phase structure:

1. A pre-conference: A time when the content coach and the preservice teacher would meet to collaboratively plan and *rehearse* (McDonald, Kazemi, & Kavanagh, 2013), or role play, the lesson before the preservice teacher would enact it with real children

2. Lesson enactment: The preservice teacher teaches the lesson that was planned during the pre-conference (and video records it)

3. Post-conference: A time when the preservice teacher and the content coach would meet to discuss the lesson after both parties had viewed the recording and coded, or noted, particular aspects of the teaching that they'd agreed ahead of time to pay attention to

In this study, I explored participants' beliefs as evidenced across their pre-conference, lesson enactment, and post-conference data for two coaching cycles each: One from the fall of 2018, and one from the spring of 2019. I used their talk during pre-conferences and post-conferences, along with their actual in-the-moment decisions with children in lesson videos, to inform my research questions.

I made this methodological decision because, along with Pajares (1993), I take the view that teacher educators can gain insight into the knowledge and beliefs their preservice teachers hold by attending to what they say as well as what they do. In what follows, I unpack how I define knowledge and beliefs as distinct entities in this research.

Belief vs. Knowledge

Richardson (1996) has pointed out that in much of teaching and teacher education literature, a distinction between beliefs and knowledge is not evident. My own review of literature found this to be true. It is not uncommon for scholarly studies of preservice teachers' beliefs to contain little, if any, clear definition for the term "belief", and scholars often use the words "belief" and "knowledge" interchangeably. However, I believe distinguishing the two is essential since, as Feiman-Nemser and Floden (1986) argue, it is not the case that "everything a teacher believes or is willing to act on merits the label 'knowledge'" (p. 515). While a belief might overlap, by chance, with what is accepted as knowledge (Dewey, 1933; Pajares, 1992), the two are not the same. Conversely, what is accepted as knowledge may or may not align with what an individual believes.

Along with Gelfuso (2018), I define a belief as "something one accepts as true or real; a firmly held opinion or conviction" (Dictionary, 2005). In this definition is present the idea that a belief is something an individual has accepted as reality but may or may not be consistent with what has been proven through evidence, or *grounds* (Dewey, 1933). Indeed, "in some cases, a belief is accepted with slight or almost no attempt to state the grounds that support it" (Dewey, 1933, p. 5). As Dewey (1933) points out, a lack of reflective thinking or critical examination of one's thoughts (including beliefs) may produce "good stories, [but] not-unless by chance-knowledge" (p. 7). Put differently, beliefs are thought to be true by the individuals who hold

them, but not necessarily because of *epistemic warrant* (Green, 1971) - which is more commonly referred to as *evidence*.

Knowledge, on the other hand, possesses epistemic warrant (Richardson, 1996). Following Richardson (1996), I define knowledge as depending "upon a 'truth condition' that suggests that a proposition is agreed upon as being true by a community of people...[and] has epistemic standing" (p. 105). In other words, knowledge "rest[s] upon a survey of evidence" (Dewey, 1933, p. 7) and warrants its standing as real and true because it has been held up and tested in light of facts. In literacy teaching, truth conditions, or evidence, may achieve their standing as such through various means.

For example, Cochran-Smith and Lytle (1999) point out that teacher knowledge has typically been starkly grouped into three prominent categories: (1) knowledge-*for*-practice ("formal" knowledge or theory developed by researchers), (2) knowledge-*in*-practice (teachers' "practical" knowledge), and (3) knowledge-*of*-practice (knowledge constructed by teachers through the use, interrogation, and interpretation of knowledge produced by themselves (in their context) and others (i.e., theory)). However, I align myself with Cochran-Smith and Lytle's (1999) belief that "it is possible and indeed quite useful to talk about knowledge of teaching in ways that break with the [three] traditional formal-practical knowledge distinction[s]" (p. 291).

One way to do this is through the concept of *inquiry as stance*. Cochran-Smith and Lytle (1999) explain, "Teachers and student teachers who take an inquiry stance work within inquiry communities to generate local knowledge, envision and theorize their practice, and interpret and interrogate the theory and research of others" (p. 289). This is the stance and the kind of community I aim to develop in my work with preservice teachers. If preservice teachers adopt a professional disposition of inquiry as stance, then their stance will help them avoid holding

beliefs about literacy teaching and learning (theirs, my own, or anyone else's) that may, as Dewey (1933) suggested, sound like good stories but have been accepted with limited or no attempt to verify if there are any grounds to support them.

Theoretical Framework: Sociocultural Theory

To make sense of the social and academic interactions I analyzed in my data between myself and my participants, as well as my participants and the children they taught, I drew on sociocultural perspectives of teaching and learning (Vygotsky, 1978). Vygotsky (1978) grounds learning in social, cultural, and historical contexts, and highlights, as Brock, Moore, and Parks (2006) put it, "the central role that meaningful language-based social interactions with others play in shaping human cognition" (p. 899). Of particular importance within sociocultural theory are interactions between a more experienced/capable individual (a knowledgeable other (Vygotsky, 1978)) and a less experienced/capable individual.

In teacher preparation contexts (university courses, field experiences), preservice teachers constantly negotiate between their own beliefs, knowledge, and priorities, and those of (a) their university mentors, (b) their collaborating teachers (CTs), and (c) the school where they complete their field experiences. In this process of negotiation, language and social events are often the conduit through which preservice teachers are made aware of what beliefs, knowledge, and priorities their professors, mentors, and schools espouse. Participating in social events and adopting the language that circulates throughout those events are often also how preservice teachers establish themselves as members of the teaching community. These events and ways of speaking may or may not align with the personal beliefs a preservice teacher entered their preparation program with.

Within the broader framework of sociocultural theory, I drew on Lortie's (1975) *apprenticeship of observation* theory to make sense of how preservice teachers' beliefs about teaching and learning initially form long before they enter formal preparation. In the next section, I describe Lortie's (1975) theory in detail.

Lortie's (1975) Apprenticeship of Observation

For decades, scholars have investigated how preservice teachers form beliefs about teaching and learning prior to entering their preparation programs, with strong agreement in answer to this questions converging on Lortie's (1975) *apprenticeship of observation* theory (see, for example, Grossman, 1991; Feiman-Nemser & Buchmann, 1985; Westrick & Morris, 2016). Lortie (1975) credited the development of preservice teachers' beliefs about teaching and learning to their apprenticeship of observation, or the years of informal time preservice teachers spent as K-12 students themselves observing teachers and teaching. According to Lortie (1975), these years of extensive and uncritical observation provided them with a "limited vantage point" (p. 93) of the teaching profession because they did not have insight into the technical aspects of teaching, nor to the pedagogical principles, that guided their former educators' instructional decisions.

The result of this informal apprenticeship is "the development of a body of values, commitments, orientations, and practices" (Calderhead & Robson, 1991, p. 1) related to teaching. Although historically researchers have tended to problematize the apprenticeship of observation, Gelfuso (2018) points out, while it may be resistant to change, it is not necessarily a negative condition. She posits:

All people come to learning spaces with conceptions about a given subject. Beliefs about literacy teaching/learning constitute the background knowledge PSTs connect with when

creating new evidence-based, professional understandings about quality literacy

instruction. (Gelfuso, 2018, p. 11)

In preservice teacher education, our role is to understand what knowledge and beliefs preservice

teachers hold so we can help them examine their beliefs to consider whether or not they rest on

adequate grounds (i.e., evidence of children's learning), or if they represent (mis)understandings

due to factors such as their apprenticeship of observation, their "dispositions" (Raths, 2000), or a

variety of other factors. In this study, I attended to the beliefs preservice teachers held that

represented (mis)understandings about reading, reading instruction, and learning, specifically.

Overview of Study

To extend current literature, my study followed a three-phase structure (Table 1) in which

I followed Maren, Bella, and Lana through their experience of planning, teaching, and reflecting

on two lessons they taught across two literacy content coaching cycles in which I acted as their

content coach.

In phase one, I identified what participants knew and (mis)understood about literacy

teaching and learning during their first coaching cycle, held during the fall of 2018. To do this, I

analyzed (a) audio recordings (transcribed) of participants' decision-making talk during our pre-

conference lesson planning time, (b) video recordings of their enactment of that lesson, (c) audio

recordings (transcribed) of our pre-conference (reflective) conversation about the lesson, and (d)

participants' Edthena video codes.

In phase two, I repeated my analysis process from phase one of the study, this time using

the data (pre-conference transcripts, lesson recordings, post-conference transcripts, and Edthena

codes) from a spring 2019 coaching cycle participants engaged in with me. This second phase of

the study supplied me with a second round of planning, teaching, and reflective experiences from

which to locate participants' knowledge and (mis)understandings about literacy teaching and learning.

Table 1

Overview of Study

	Phase One	Phase Two	Phase Three
Purpose of phase	Identified participants' knowledge and (mis)understandings (coaching cycle one)	Identified participants' knowledge and (mis)understandings (coaching cycle two)	Compared findings from cycle one and cycle two
Data analyzed	Pre-conference transcripts Lesson videos Post-conference transcripts Edthena video codes	Pre-conference transcripts Lesson videos Post-conference transcripts Edthena video codes	All data

Phase three of my study was a comparative round of analysis in which I compared and contrasted my findings from each participant's first coaching cycle to my findings from their second coaching cycle. This phase of my study permitted an exploration of the degree to which participants' knowledge and (mis)understandings manifested in *static* (fixed) or *fluid* (dynamic) ways across multiple planning and teaching events.

Delimitations

My intention in this study was to bring into view with sharper detail the nature of preservice teachers' knowledge and beliefs ((mis)understandings) about literacy teaching and learning. Within this work, my study was intentionally limited in several ways. For example, I

selected a small number of study participants, which prevents larger conclusions being drawn in relation to other contexts. However, I made this decision due to my desire to examine the nature and function of participants' knowledge and beliefs, as revealed by what they say as well as what they do, in a more nuanced way than past research has typically achieved. Additionally, within the umbrella of "literacy teaching and learning", I selected to focus tightly on participants' knowledge and beliefs about reading instruction, specifically.

It's important to note that participants in my study interned at schools that were demographically homogenous. These schools (described in detail in chapter three) experienced very particular policy stipulations that, at times, resulted in a lack of autonomy for participants in regard to the curriculum and teaching techniques they explored and implemented.

Summary of Chapter One

In summary, preservice teachers enter their preparation programs with knowledge of teaching and learning, but some of that knowledge represents (mis)understandings that are often based on their apprenticeship of observation. Prior scholarship has advocated for identifying these (mis)understandings and studying how they can be addressed by teacher educators. Although much prior literature has explored what beliefs or (mis)understandings preservice teachers hold, the complexities of these beliefs and how consistently they function in planning and teaching has been less examined. To assist teacher educators with more skillfully responding to preservice literacy teacher (mis)understandings, my study sought to tease out the complexities of beliefs, as evidenced by how preservice teachers plan and enact their plans.

To situate this study in its larger historical context, in the next chapter, I review literature on preservice teachers' beliefs with regard to literacy teaching and learning. Then, in chapter three, I detail the methodology, context, and methods I used to engage in this research.

CHAPTER TWO: REVIEW OF LITERATURE

Introduction

In 2019, the National Assessment of Educational Progress (NAEP) issued a report calling for a national effort to improve literacy achievement in the United States by advancing "the capacity of teachers and school leaders to effectively teach and implement literacy strategies through preparation" (p. 1). This has long been one of the goals of preservice literacy teacher education.

Toward that end, for decades, researchers have studied the way teachers think (Calderhead, 1987; Richardson, 1995) and how their thinking shapes the work they do as literacy educators. For example, scholars have studied teacher thinking in connection with lesson planning (Calderhead, 1987; John, 1996), identity development (Korthagen, Kessels, Koster, Lagerwerf, & Wubbels, 2001; Olsen, 2008), and teachers' expectations for students (Hornstra et al., 2010; Valencia, 2012).

In 1992, Pajares noted that although the body of research into teacher thinking was, at that time, robust and flourishing, critics of this line of inquiry were questioning how it could be used by teachers or in the service of teacher education. Given this problem, he argued a different perspective was needed "from which to better understand teacher behaviors, a perspective focusing on the things and ways that teachers believe" (Pajares, 1992, p. 307).

Today, research on teacher beliefs has grown into a vast body of work that rests on the assumption that an individual's decisions and behavior can best be understood by having insight

into their beliefs (Pajares, 1992). Clandinin and Connelly (1987) report that beliefs, as a construct, have been studied under a vast array of terminology, including (but not limited to): (a) *Teachers' teaching criteria*, (b) *principles of practice*, (c) *personal construct/theories/epistemologies*, (d) *perspectives*, (e) *conceptions*, (f) *personal knowledge*, (g) *practical knowledge*, and (h) *personal practical knowledge*. Given the inconsistency of terminology in beliefs research, in the next section, I define the terminology that guided my review of literature for this study, as well as my rationale for aligning with my chosen terminology.

Conceptualizing the Review

Throughout my review, I drew on several concepts to make meaning of the studies I read. First, as I read each study, I considered whether authors attempted to measure and discuss the construct of "belief" in similar or different ways from my own definition. By way of reminder, in this study, I define belief as "something one accepts as true or real; a firmly held opinion or conviction" (Dictionary, 2005). My review was also influenced by my perspective (grounded in prior scholarship (e.g., Anderson & Holt-Reynolds, 1995; Gelfuso, 2018; Goodman, 1988; John, 1996; Weinstein, 1988)) that preservice teachers' beliefs are formed, at least in part, because of their time spent observing teaching and learning as K-12 students (their apprenticeship of observation (Lortie, 1975)).

When considering authors' claims that preservice teachers' beliefs evolved over time as they participated in a university course or a field experience, I investigated the validity of these claims by engaging my sociocultural lens. This perspective leads me to believe preservice teachers stand to experience transformative thinking by taking part in *reflection* on their teaching experiences with the support of a knowledgeable other (Vygotsky, 1978) who can invoke

intentional *dissonance* (mental disequilibrium) as a catalyst for prompting a change in beliefs. In this study, I follow Gelfuso's (2013) tenants of reflection to define a "reflective" mode of thought. Regarding this mode of thought, she states:

> 1) reflection is a communal activity, (2) reflection is different from thinking, (3) it is a process in which dissonance and judgment play key roles, (4) and a knowledgeable other is needed to assist the preservice teacher as they 'stay with' the dissonance throughout the process in order to create the dialectic tension necessary to develop new understandings. (p. 22)

Thus, in my review, I attended to whether and how authors employed pedagogies with preservice teachers that were communal (facilitated by a knowledgeable other) in order to invoke dissonance and help the preservice teachers stay with that dissonance to emerge from conversations and experiences with new or refined professional understandings.

Methods

My review was guided by the following questions: (1) How have prior researchers conceptualized and studied the construct of preservice teacher *beliefs*? (2) What relationship exists between researchers' definition of beliefs and their analysis and interpretive statements about beliefs? 3) By what mechanism(s) has past research assumed beliefs can be shifted?

Inclusion Criteria

I used the following parameters to locate empirical studies for this review: (a) Articles needed to be peer-reviewed reports of research published between 1985 and 2020 (since research into preservice teacher beliefs initially came to prominence during the 80s and continues to be a focus of research today) (b) treat preservice teacher beliefs about literacy teaching and/or learning as the central construct under examination; and (c) examine participants who were

elementary or secondary preservice teachers. Since I was interested in investigating whether scholars across the globe have found similar or dissimilar trends related to preservice teachers' beliefs about literacy teaching and learning, I chose to include international literature in my review. Based on these inclusionary requirements, I excluded annotated bibliographies, project descriptions, white papers, conference proceedings, unpublished doctoral dissertations, and practitioner articles that were not reports of research.

Obtaining Data

After I developed my inclusion criteria, I conducted an electronic database search of the Education Resources Information Center (ERIC), PsycINFO, and Education Source using search terms I knew from previous study are commonly used to describe beliefs, such as *attitudes*, *conceptions/misconceptions*, and *perspectives*. I combined these keywords with qualifiers that are used in research to refer to preservice teachers (i.e., *teacher candidate, student teachers*) as well as qualifiers to locate research into preservice teacher beliefs as they related specifically to literacy teaching and learning (e.g., *literacy instruction, literacy teaching*). My electronic database search yielded 1,429 hits. Of those, 32 met my inclusion criteria.

I determined if an article qualified for inclusion in my review by first scanning its title. If the title did not provide enough information to rule the article in or out, I then read the abstract. If the description of the study in the abstract used or alluded to my key term AND at least one of my qualifiers, I included the articles in my review. If the article did not have an abstract, I scanned the article's methods section for the same purpose. I used this process consistently to determine if a study qualified to be included in my review. The total number of qualified studies I located equaled 21 (see Appendix A for a summary of these articles).

Analyzing and Synthesizing

To analyze my collection of articles, I first read all of the empirical studies holistically to identify the purpose, methods, and key findings of each study in order to get a sense of this body of work as a whole (Gelfuso, 2013). As I read, I attended to how researchers defined or referred to the construct of "beliefs", as well as the type of data they collected in their attempt to capture preservice teachers' beliefs about literacy teaching and learning.

Next, I examined the notes I took from my first round of analysis to search for patterns related to (a) how researchers defined or referred to the construct of beliefs, (b) specific purposes for studying preservice teachers' beliefs, (c) the context in which beliefs were studied (e.g., university course, field experience), (d) data types collected, and (e) specific beliefs researchers identified that preservice teachers held. During this process, I kept a reflective journal where I logged commonalities and/or differences across the corpus, critiques of the articles, and questions I asked myself that I felt the research did not answer.

Finally, I used writing as a way to clarify my thinking about the research I was consuming (Richardson, 2003). I continually revisited articles and wrote about each one as I developed new ideas or insights based on my growing grasp of this body of extant research.

Interpretations and Discussion: Understandings Created

My review of the literature found extant scholarship investigating preservice teacher beliefs has tended to rely on qualitative research designs and has primarily been concerned with two major goals, which I labeled "belief identification" and "belief evolution". Studies with the first goal, belief identification, sought to identify preservice teachers' beliefs in relation to a specific topic (e.g., classic literature, "struggling readers") or in connection with teaching and learning broadly. Studies with the second goal, belief evolution, sought to examine if and how

beliefs shifted as a result of preservice teachers' participation in a university course, a field experience (e.g., tutoring, internship) or some combination of the two. In an effort to bring clarity and form to the total knowledge developed by this eclectic body of work to date, Table 2 provides four broad labels for the kinds of beliefs prior work has identified across both of these categories (belief identification and belief evolution). Note that some studies found more than one of these belief types present in their data.

Table 2

Belief Categories Across all Studies Reviewed

Belief type	Description of belief type	Citations
Struggling readers	This category pertains to preservice teachers' beliefs about children who had difficulty learning to read and/or who learned slower than preservice teachers deemed "typical"	Brodeur and Ortmann, 2018; Leko and Mundy, 2011; Nierstheimer, Hopkins, & Schmitt, 1996; Nierstheimer, Hopkins, Dillon, and Schmitt, 2000; Scharlach, 2008
Conceptions of "teacher" and "teaching"	This category pertains to preservice teachers' beliefs about what it means to be a teacher and what teachers are "supposed" to do	Calderhead and Robson, 1991; Johnson, 2010; Shaw and Mahlios, 2008; Wall, 2016; Weinstein, 1988
Ideas about literacy teaching and learning	This category pertains to preservice teachers' beliefs about how children should be taught literacy, and/or how children learn	Asselin, 2000; Barnyak and Paquette, 2010; Calderhead and Robson, 1991; Deal and White, 2006; Gelfuso, 2018; Hong-Nam and Szabo, 2012; Leavy, McSorley, and Bote, 2007; Linek, Sampson, Raine, Klakamp, and Smith, 2006; Wall 2016

Regardless of which of those two goals guided prior work, there is strong agreement among scholars that (a) preservice teacher beliefs influence how they conceptualize teaching and learning as well as what they take from their preparation coursework (Anderson & Holt-Reynolds, 1995; Barnyak & Paquette, 2010; Linek, Sampson, Raine, Klakamp, & Smith, 2006; Pajares, 1992; Raths, 2000; Scharlach, 2008), and therefore (b) teacher education research and programs should seek to uncover and attend to preservice teachers' beliefs about teaching and learning (Anderson & Holt-Reynolds, 1995; Calderhead & Robson, 1991; Gelfuso, 2018; Deal & White, 2006; Linek et al., 2006; Pajares, 1992; Wall 2016). In what remains, I organize the understandings I developed from my review into the two aforementioned broad categories I identified as a result of my analysis (belief identification and belief evolution).

Category One: Belief Identification

Many prior researchers have used the context of a university course and/or field experience as an opportunity to identify specific beliefs preservice teachers hold about teaching and learning (e.g., teaching about literature (Asselin, 2000)), or, toward specific types of learners (e.g., "struggling readers" (Nierstheimer, Hopkins, Dillon, & Schmitt, 2000)). In these contexts, scholars have attempted to capture beliefs through qualitative and quantitative data collection methods such as: (a) interviews (Calderhead & Robson, 1991; Deal & White, 2006; Goodman, 1988; Nierstheimer et al., 2000; Leko & Mundy, 2011; Scharlach, 2008); (b) self-report surveys (Barnyak & Paquette, 2010; Brodeur & Ortmann); (c) observations (Deal & White, 2006; Goodman, 1988); (d) video elicitation (Calderhead & Robson, 1991); (e) artifacts from course assignments (Asselin, 2000; Brodeur & Ortmann, 2018; Deal & White, 2006; Duffy & Atkinson, 2001; Leko & Mundy, 2011; Linek et al., 2006; Scharlach, 2008); and/or (f) transcripts from lesson planning sessions (Gelfuso, 2018). Within these studies, scholars have used a variety of

terminology to refer to what I define as beliefs in my study, including terms like *perspectives* (Goodman, 1988), *images* (Calderhead & Robson, 1991), and *understandings* (Leko & Mundy, 2011).

Broadly, these prior studies have reported a vast array of beliefs preservice teachers hold. Additionally, most of this work stands alone in the way it reports the results of the research. In other words, while I found some overlap in theorists and theories that guided this body of work, I did not observe that scholars designed their studies with a historical perspective in response to prior findings of other scholars who had already studied what preservice teachers believe. The resulting body of work is an eclectic corpus of literature that reports a myriad of broad beliefs preservice teachers have been found to hold, with occasional reports of similar scholarly findings (see Table 3 for common findings reported in this body of work). I theorize that the diverse nature of scholars' past findings is likely a reflection of not only the diverse "apprenticeships" (Lortie, 1975) and personal dispositions of individuals entering colleges of education, but also the diversity found in the design, course curriculum, and sequencing of teacher education programs.

For example, Goodman (1981) conducted observations (in a field experience, a course, and a weekly seminar) and interviews to explore 12 undergraduate preservice teachers' professional *perspectives* to understand how they form their own practical philosophy of teaching. He found the preservice teachers in his study framed their philosophies for teaching around two "guiding images" of what teaching is (p.124): First, teaching as a problem of control, and second, teaching as facilitation of children's growth.

Johnson (2010) conducted a single case study to report one preservice teacher's beliefs about what makes a "good teacher". The preservice teacher believed (among other things) that

good teachers: (a) Have knowledge of students' experiences, interests, and knowledge and use this insight to design curriculum, (b) recognize cultural and linguistic knowledge as resources for learning, (c) instruct students using strategies to improve their literacy skills, and (d) give students access to materials of a diverse nature.

Table 3

Common Findings in Preservice Literacy Teacher Belief Literature

Finding	Citations
Preservice teachers often see literacy teaching as a straightforward or overly-simple process	Brodeur & Ortmann, 2018; Leko & Mundy, 2011; Wall, 2016
Preservice teachers may not recognize the role of teachers in children's literate successes/difficulties	Brodeur & Ortmann, 2018; Leko & Mundy, 2011; Linek, Sampson, Raine, Klakamp, & Smith, 2006
Preservice teachers often hold beliefs about literacy teachers/teaching that have been shaped by their own past schooling experiences	Calderhead & Robson, 1991; Goodman, 1988; Johnson, 2010
Preservice teachers may initially attribute a child's literate abilities primarily to their socioeconomic status, parents, intrinsic motivation, or other factors besides the teacher's instruction	Anderson & Holt-Reynolds, 1995; Leko & Mundy, 2011; Nierstheimer, Hopkins, & Schmitt, 1996; Nierstheimer, Hopkins, Dillon, & Schmitt, 2000; Scharlach, 2008
Preservice teachers tend to assume children learn better when teaching is fun or children receive positive praise	Anderson & Holt-Reynolds, 1995; Gelfuso, 2018; Brodeur & Ortmann, 2018

In a similar vein, Calderhead and Robson (1991) used multiple interviews over time along with video elicitation (in which preservice teachers viewed a video of a teacher's lesson

and commented on what they did and did not like about it) to capture seven preservice teachers'

understandings, or *images*, of teaching, learning, and curriculum. Calderhead and Robson found

preservice teachers held four primary images that had derived from their own experiences as

students and were influential in their decision-making when working with children. The four

images identified in their study were episodic memories, general images abstracted from an array

of experiences, images of "good teaching", and images that conceptualized a particular subject or

how children learn.

In a slightly different line of inquiry, but one that relates back to the study of beliefs,

Weinstein (1988) used a questionnaire paired with interview data to identify expectations 118

undergraduate preservice teachers held for their first year of teaching as well as possible sources

of those expectations. This study took place after the preservice teachers' final semester of

university coursework but before the start of their student teaching. Weinstein (1988) found the

preservice teachers held unrealistic expectations for their first year of teaching, a phenomenon he

referred to as *unrealistic optimism*. Overall, he found they were positively biased about their

ability to have a more successful first year of teaching than their peers and their ability to teach

children from different cultures, maintain order in the classroom, and establish and enforce rules.

Scharlach (2008) used a multiple case study design (six cases) to examine what

preservice teachers who completed a tutoring experience believed about "struggling readers",

and how those beliefs influenced their teaching and evaluation of the children. Scharlach

reported when struggling readers made progress in reading, preservice teachers did not accept

responsibility for that progress if they did not believe they, as the teacher, were capable of or

responsible for teaching struggling readers. Instead of accepting responsibility for the readers'

progress, they attributed it to causes related to the reader, such as developmental readiness,

intrinsic motivation, parental involvement, and access and exposure to print. Further, Scharlach reported patterns in what the preservice teachers believed caused children to struggle to read in the first place, such as their socioeconomic status, poor behavior, and/or a reading disability.

A handful of researchers have studied preservice teacher beliefs by asking preservice teachers to create metaphors that depict teaching and learning in some way. Both Gritter (2010) and Leavy, McSorley, and Bote (2007) engaged their preservice teachers in constructing metaphors and report that many of them created metaphors that conveyed teacher-centered or behaviorist notions of teaching, with few students producing metaphors that conveyed constructivist beliefs or resisted "transmission-style teaching" and supported "more student-centered pedagogies" (Gritter, 2010, p. 147).

One commonality across all of the aforementioned studies is that researchers relied primarily on self-report data to identify participants' beliefs. However, more recently, Gelfuso (2018) departed from this methodological tradition. Instead, she used critical discourse analysis to study preservice teachers' decision-making during planning conversations in order "to notice and name the beliefs 33 PSTs [preservice teachers] held about literacy teaching and learning" (Gelfuso, 2018, p. 10). Results from Gelfuso's (2018) analysis revealed nine (mis)understandings her students held that she categorized into "three underlying beliefs about teachers, learners, and readers" (p. 13). She coded those three beliefs as: (a) Assessment is instruction (e.g., asking questions is providing instruction), (b) literacy teaching/learning is inauthentic (e.g., teachers do not share real/authentic thoughts with children), and (c) children are not intellectually motivated (e.g., children need entertained and teachers are performers). Along with Goodman (1988) and Calderhead and Robson (1991), Gelfuso (2018) references the apprenticeship of observation (Lortie, 1975) and how it influences the process of learning to teach. She states:

Darling-Hammond (2006) wrote that the problem teacher educators encounter when

developing PSTs' [preservice teachers] teaching abilities can be attributed to the

apprenticeship of observation (Lortie, 1975) and the difficulty of enacting quality

instruction due to the complexity of a teacher's work. (Gelfuso, 2018, p. 11)

Indeed, preservice teachers in the aforementioned studies appeared to oversimplify teaching at

times (such as in the case of Weinstein's (1988) findings), or abdicate from the responsibility

that accompanies teaching when presented with complexities such as how to support children

who have difficulty learning to read (as Scharlach (2008) found).

With an eye toward problematizing how some beliefs influence preservice teachers'

teaching and evaluation of children, some researchers extended their studies beyond simply

belief identification into attempting to understand how problematic beliefs can be changed or

may evolve over time. These studies are described next.

Category Two: Belief Evolution

In literature with a two-fold focus (what preservice teachers believed and if/how those

beliefs shifted over time), authors tended to focus on two factors as potential forces for changing

beliefs: (a) Engagement with course assignments and (b) participation in field experiences. When

authors reported a shift in beliefs, this claim was, again, typically supported through participants'

self-report data. Further, these claims did not examine any interplay between participants'

purported "new" beliefs and their planning or teaching decisions.

For example, Asselin (2000) studied a group of 39 preservice teachers enrolled in a

literature course to uncover their beliefs about reading and literature. In this study, as part of the

course, participants "discussed major assumptions of reader response, engaged in self-selected

novel studies, and designed literature-based learning units" (p. 31). Asselin reported preservice

teachers held beliefs that could be broadly grouped into three categories: 1) Beliefs about the reading process, 2) beliefs about reading-writing relationships, and 3) beliefs about literature. Further, after the course ended, Asselin's (2000) study concluded, "Results of this study show that instructional activities in teacher education programs can assist preservice teachers in identifying their beliefs" (p. 46).

However, a problematic aspect of Asselin's (2000) study is that it relied primarily on one data source (reflective writings) as evidence of what the preservice teachers believed. Additionally, Asselin does not clearly articulate what methodology was used to study whether and how preservice teachers' beliefs evolved over their time in the course, or if their "new" beliefs were brought to bear in their teaching.

Similar to Asselin's (2000) study, other researchers have investigated how preservice teachers initially describe or conceptualize teaching and learning, and whether or not their descriptions or conceptions changed by the time they completed a course or field experience. Barnyak and Paquette (2010) used a self-report pre-/post-survey design in an attempt to understand the beliefs of preservice teachers across two elementary education programs, and to see if "literacy methods coursework…[had] an impact on elementary education pre-service teachers' attitudes and beliefs about reading instruction" (Barnyak & Paquette, 2010, p. 8). They reported no change in beliefs from the pre-survey (given during a spring semester) and the post-survey (given the following fall semester). From my perspective, this is not surprising because encounters with coursework, in isolation from reflection with a knowledgeable other, are not sufficient for transforming preservice teachers' thinking.

More recently, Brodeur and Ortmann (2018) conducted a case study to examine the initial and evolving beliefs of 28 preservice teachers related to teaching struggling readers, specifically,

and what sources of information the preservice teachers drew on to construct their ideas about those children and the kind of readers they were. The preservice teachers tutored two students once per week for the duration of a practicum they were enrolled in (information as to the length of the practicum is not provided). Data sources for this study included (a) an open-ended beliefs survey, cited to Nierstheimer et al. (1998), (b) the Teachers' Self-Efficacy for Literacy Instruction (TSELI) survey (Tschannen-Moran & Johnson, 2011), and (c) other qualitative data, such as course writings and reflections. Once again, a limitation of this study is it relied on self-report survey data. It is also worth noting that the TSELI was validated during its development with inservice teachers, not preservice teachers (and therefore cannot be relied on as a valid instrument in preservice teacher research).

In their study, Brodeur and Ortmann (2010) found that preservice teachers, overall, believed teachers do not play a significant role in students' reading difficulties; rather, children have difficulty learning to read for a variety of other reasons teachers have no control over. Like Scharlach (2008) and Gelfuso (2018), they found preservice teachers' beliefs related to children's motivation. Specifically, they believed building motivation is one of the most impactful ways teachers can address children's reading difficulties.

Similarly, Nierstheimer, Dillon, and Schmitt (1996) found preservice teachers believed children's problems learning to read stem from (a) factors outside the teacher's and/or school's control, or (b) something that is wrong with the child. Further, they viewed others, such as parents, tutors, or reading specialists, as responsible for helping children who experience difficulty learning to read.

In a follow-up study, Nierstheimer, Hopkins, Dillon, and Schmitt (2000) report that the same group of preservice teachers (from the Nierstheimer et al. 1996 study) shifted their beliefs

after being enrolled in the authors' corrective reading teaching course, which involved "behind the glass" observation of teaching that followed Reading Recovery's model. In contrast to their "starting" beliefs when the course began, the authors claim participants shifted from seeing students' reading problems as beyond their control toward identifying the teacher and the teacher's instruction as central in children's learning. However, it's important to note Niersheimer et al.'s (2000) claims rest upon self-report data that is thinly described in their study using quantitative metrics (percentages) that are backed up with limited qualitative evidence from their data set. Their study also cannot account for what participants said they believed when the course ended and what they actually did when they planned and delivered reading instruction as interns.

Additional studies echo the aforementioned findings. Deal and White (2006) used a longitudinal case study design to explore the evolution of two preservice teachers' beliefs from their final year in a teacher preparation program through their first year of teaching. Concepts such as balanced literacy, teachers listening to students, and strategy instruction were beliefs the preservice teachers in this study frequently discussed. From their last year of student teaching through their first year of teaching, the authors reported the participants began to refine and extend certain beliefs they held (e.g., beliefs about teacher flexibility and differentiation). It is not clear from Deal and White's (2006) study precisely what factors played a role in shifting the nature of participants' specific beliefs, or how. However, Deal and White (2010) do state, "The study data indicated that...teacher preparation, school context, and personal dispositions contributed to the participants' evolving literacy beliefs and practices and resulted in their development as effective literacy teachers" (p. 327). Within the concept of teacher preparation,

Deal and White echo Gelfuso's (2016/2018) call for preservice teachers to have opportunities to engage in reflection on practice.

Leko and Mundy (2011) studied beliefs over time and argue field experiences play a central role in moving preservice teachers from crediting home or child deficits as reasons children have difficulty reading toward accepting increased responsibility for the role a teacher's instruction plays in teaching students to read. Both Leko and Mundy (2011) and Nierstheimer et al. (2000) point to "experiences" with children or course assignments as central to shifting beliefs. In a study with a similar focus, Linek et al. (2006) argue field experiences lead to shifts in preservice teachers' literacy teaching beliefs. However, across these three studies, the authors do not provide insight or evidence as to what precise pedagogies implemented for the preservice teachers in the field may have had an impact on their thinking, or to what degree the participants' newly identified beliefs influenced how they planned and taught literacy.

Summary

The aforementioned body of research suggests preservice teachers hold beliefs about literacy teaching and learning that vary widely in specifics, but, broadly, pertain to how to teach, why some children have difficulty learning, what role teachers play in helping children who have difficulty, and various procedural/managerial aspects of teaching. Further, some research argues field experiences play a central role in shifting preservice teachers' beliefs, but these studies do not outline or provide evidence for precise teacher education pedagogies that play a role in these shifts. My review reveals that although much important work has examined the beliefs of preservice teachers, and ways in which those beliefs appear to evolve over time, there remains work to be done within this body of research.

To begin with: Prior scholarship has historically been disjointed, not necessarily building on the findings of past preservice teacher belief researchers. Further, past research has not agreed on how to define and/or operationalize the construct of "belief", has relied primarily on self-report data (instead of a variety of data sources), and has tended to paint with a broad stroke when describing beliefs such that it is not clear whether and how those beliefs function in consistent and stable ways across teaching contexts and situations. Finally, when attempting to speak to the appropriateness of preservice teachers' beliefs, past research has also not yet specified a precise target they referred to in order to evaluate which beliefs were (mis)understandings. In chapter three, I describe how I addressed these problems in this research, as well as the methods by which I undertook the current study.

CHAPTER THREE: METHODOLOGY

Introduction & Theoretical Framework

In chapters one and two, I explained the aim of my research is to deal with a very particular complexity of literacy teacher preparation, and one that scholars have long examined: The beliefs preservice teachers hold about literacy teaching and learning, and how those beliefs (in particular, beliefs that represent (mis)understandings) manifest across teaching, planning, and reflective events. This area of study is of particular importance to teacher educators given, as Barnyak and Paquette (2010) posit, "Understanding and addressing preconceived beliefs will provide teacher educators a platform on which to build new information that preservice teachers will need in order to be effective in the classroom" (p. 9).

Therefore, my study sought to advance this line of work by attending to the following research questions:

- What knowledge and/or beliefs do three preservice teachers hold about reading, reading instruction, and learning, as evidenced by their planning, reflecting, and in-the-moment teaching decisions?

- In what ways do preservice teachers' knowledge and beliefs manifest across multiple teaching experiences?

Given these questions, the design of my study was qualitative and guided by tenants of sociocultural theory. As I mentioned in chapter one, sociocultural theory treats learning as a highly social process that relies heavily on language and social interactions amongst individuals

(Vygotsky, 1978). From a sociocultural perspective, social interactions (and the talk that takes place during those interactions) amongst more and less experienced/capable individuals have particular importance for learning and development. For Vygotsky (1978), the more experienced/capable individual in these interactions is a *knowledgeable other*. In this study, I helped generate data to inform my research questions by serving as the knowledgeable other to three preservice teachers with whom I planned for, and reflected about, literacy teaching and learning.

Beliefs were the central object of study in this research. As I established in prior chapters, I define a belief as "something one accepts as true or real; a firmly held opinion or conviction" (Dictionary, 2005). Consistent with this definition, Dewey (1933) points out a belief may be "accepted without reference to its real grounds [evidence]" (p. 7). He further explains these kinds of thoughts, unexamined on the basis of what merit or evidence exist to support them, "grow up unconsciously and without reference to the attainment of correct belief…and become unconsciously part of our mental furniture" (p. 7). Here, Dewey (1933) argues beliefs become part of one's mental furniture unconsciously, often without one noticing, and can be tacit and unconscious (Pajares, 1992).

In this study, I took the view that the apprenticeship of observation (Lortie, 1975) accounts for how preservice teachers' beliefs about literacy teaching and learning grow unconsciously into being for many years prior to formal teacher preparation and without any attention to whether or not they stand on solid ground (evidence). This has been well established in research (i.e., Anderson & Holt-Reynolds, 1995; Calderhead & Robson, 1991; Goodman, 1988; John, 2013). As a teacher educator, my goal is for the preservice teachers I work with to move beyond teaching that is based on unchecked beliefs toward effective enactment of

pedagogical content knowledge (PCK), which is needed in order for one to be an effective

literacy teacher.

As I stated in chapter one, PCK surpasses belief in relation to evidence because it is not

based on a personal opinion or conviction. Instead, Calderhead (1987) states it is based on

> …knowledge relating to the teaching of particular subject matter...that assist[s] in
>
> communicating the subject matter, the aspects of the subject matter that pupils find easy
>
> or difficult, and the preconceptions that pupils may bring to the learning situation. p. 9

In this study, for an idea or opinion to move beyond mere belief and into being PCK, it had to

have been shown to assist with children's learning either through formal empirical research or a

preservice teacher's own engagement in inquiry (Cochran-Smith & Lytle, 1999).

Although in this study I was guided by a sociocultural lens, I had to contend with the

limits of socialization. The apprenticeship of observation is, by definition, a social process in that

students are socialized as K-12 students into the world of teaching-or so they think. As Lortie

(1975) points out, this socializing experience has two major limits:

> First, the student sees the teacher from a specific vantage point; second, the student...is
>
> the 'target' of teacher efforts...Students...are not privy to the teacher's private intentions
>
> and personal reflections on classroom events...Thus they are not pressed to place the
>
> teacher's actions in a pedagogically oriented framework. (p.62)

The above quotation points to the critical role a knowledgeable other plays in preservice literacy

teacher preparation: Since an informal apprenticeship contributed to the development of various

beliefs about teaching and learning when preservice teachers were themselves K-12 students, an

intentional apprenticeship into the profession must take place in which preservice teachers are

guided skillfully to uncover the beliefs they hold, discover which ones assist children's literacy acquisition, and discard or reshape those that do not (as evidenced by student learning).

Recently, there has been some resistance in teacher education scholarship (particularly in coaching literature) toward the idea of expertise, and the notion of "experts" and "passing knowledge on" (see, for example, Wetzel et al., 2018; Wetzel, Svrcek, LeeKeenan, & Daly-Lesch, 2019; Williamson & Warrington, 2019). Nevertheless, I align myself with calls for developing and maintaining literacy teachers' knowledge, skills, and professional dispositions (i.e., NCATE, 2007) and believe that failure on the part of experts to draw on and communicate what they know when working with preservice teachers risks reducing the quality of teacher preparation and denying children access to the best possible literacy teacher they could have. This conviction fueled my dedication to this research and my desire to better understand some of the common (mis)understandings novices hold, how those (mis)understandings operate across various teaching events, and how they can be skillfully reshaped.

Context: Residency Program

My study took place in the context of one teacher residency program I will refer to as Residency Program (RP), located in the southeastern United States. In RP, preservice teachers were known as *Residents*. RP was developed in 2011 and operated in a formal partnership with the local school district until the spring of 2019. This district is the eighth largest in the United States and serves a county with a total population of 1,229,202. My study participants, Maren, Bella, and Lana, interned across three schools that partnered with RP by regularly hosting first year and final year interns (known in RP as "Residents"). All three of those schools were categorized as Title 1 schools, which means they received a federal subsidy not all schools receive based on the number of children enrolled at their school who qualified for Free and Reduced Lunch (FARL).

RP Partnership Schools

Over the life of RP, six schools served as "partnership schools" to the program. Partnership schools hosted both first and second (final) year Residents. Each partnership school had a 90% or higher enrollment rate in the FARL program. The specific partnership schools that served as the context for this research were Gulf Elementary (94.5% FARL enrollment), Clovist Elementary (93.3% FARL enrollment), and Lamar Elementary (94.7% FARL enrollment).

Figure 1 shows each school was relatively large and served high percentages of minority children who carried with them rich social, cultural, and linguistic capital. These students lived in the community that immediately surrounded the university where RP was based. As with any school context, some of the children at Gulf, Clovist, and Lamar progressed as readers in the manner and time frame expected by the local school district; on report cards, those children were classified as "on-level" in reading. Other children, for a variety of reasons, did not acquire literacy at the district's "expected" rate. Regrettably, those children were often framed from a deficit perspective and categorized on report cards as being "below-level".

At the time of this study, Gulf, Clovist, and Lamar were all under pressure to maintain or raise student achievement on the yearly state standardized tests across all content areas. Figure 2 compares the percentage of third graders at each of the three schools who demonstrated "proficiency" in English Language Arts (ELA) ("proficiency" as it was defined/measured by the ELA state standardized test) to the district/state average proficiency rates from 2017-2018 (the year prior to this study). RP sought to help Residents define reading knowledge and skills in rich, varied ways that moved beyond the language and "strands" of this standardized test; nevertheless, it played a significant role in how the school administrators (and many teachers) framed their goals for instruction, and Figure 2 helps to contextualize the setting study

GULF
722 Total Students

CLOVIST
852 Total Students

LAMAR
544 Total Students

■ Two or more races   ■ Hispanic   ■ African American   ■ White
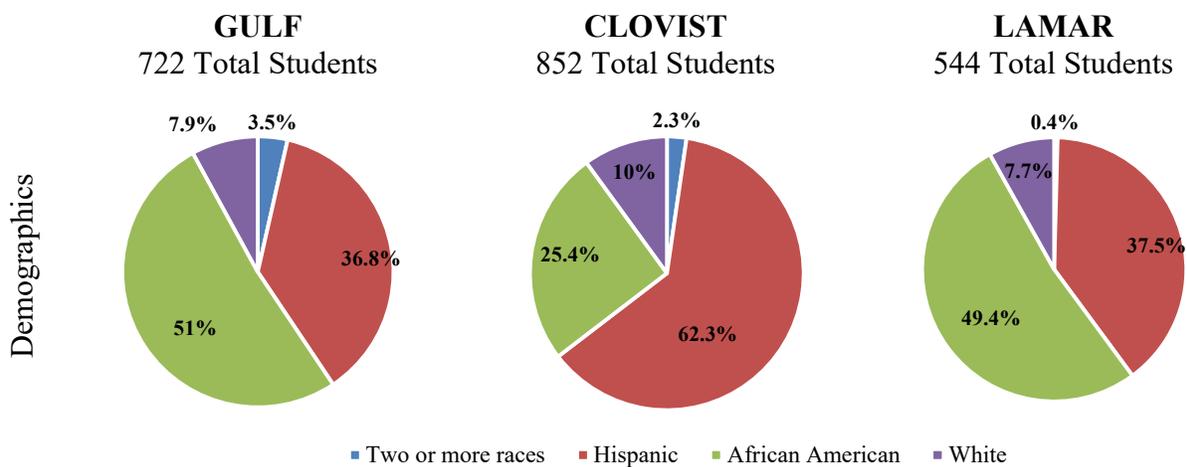
Figure 1. Racial demographics of Gulf, Clovist, and Lamar.

participants entered into (one of high pressure to "perform better") when they began their final internships.

RP Literacy Coursework

As a program, RP aimed to intentionally mentor preservice teachers into an attitude of professional responsibility for teaching every child, and a mindset that positioned every student, regardless of report card status, as a capable learner who would respond to teaching when it was appropriate and responsive to their needs. In order to be responsive and effective, the program directors and faculty were committed to designing coursework that (along with other forms of support) would help Residents develop deep and facile knowledge of literacy assessment and instruction.

To achieve these goals, methods courses were designed with "careful attention to the balance between increased quantity and quality of the clinical experience" (Dennis, 2016, p.16). Those courses included Emergent Literacy and Children's Literature (taken during the first semester of the two-year program), as well as Intermediate Literacy and Teaching Composition

3rd Grade ELA Proficiency (2017-2018)
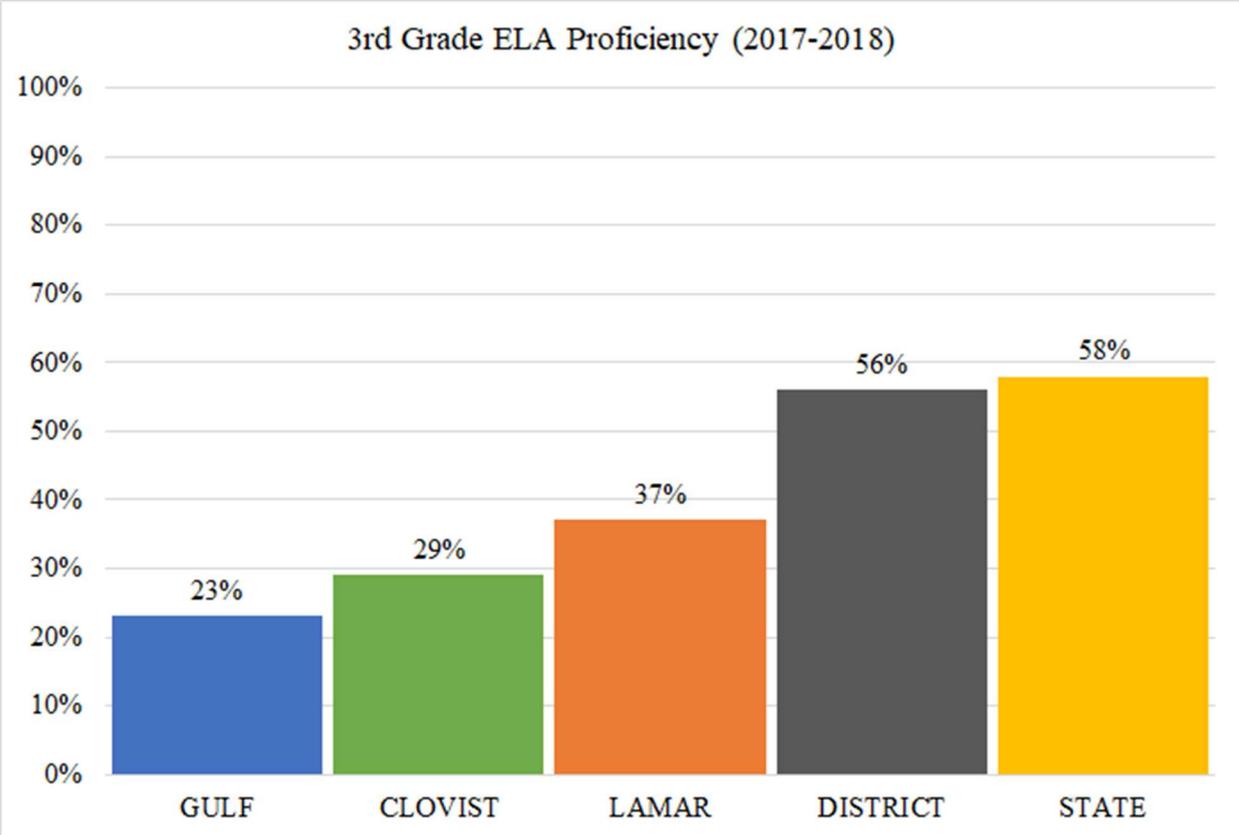
Figure 2. Comparison of third grade proficiency rates on the ELA state standardized test.

in the Elementary Writing Class (taken in Residents' second semester of the program).

Children's Literature and Teaching Composition emphasized competencies such as the

importance of multicultural, multi-genre literature, matching rich, authentic literature to readers

across developmental stages, the use of mentor texts in teaching authentic writing behaviors to

children, and the vital role purposeful writing (i.e., having an audience) plays in the development

of competent, joyful writers.

Emergent and Intermediate Literacy were designed to develop Residents' literacy content

knowledge through purposeful assignments that connected to their classroom experiences. Under

the guidance of program mentors and their classroom CTs, Residents were taught to use their

emerging content knowledge in thoughtful ways to make instructional decisions for children that aligned with their specific literate needs and drew on professional resources.

For example, in both classes, students administered meaningful assessments to a child, which they analyzed/interpreted, and from which they established a teaching focus for that child. Teaching focuses were implemented through the use of instructional routines that came from carefully selected, research-based professional resources, such as *Classrooms That Work* (Cunningham and Allington, 2016), *Making Sense of Phonics* (Beck, 2005), and *Words Their Way* (Bear, Invernizzi, Johnston & Templeton, 1996).

In the final year of the program, Residents spent a large quantity of their time in the classroom: Four days per week (with their hours mirroring the start/finish teacher hours at their school). To support Residents during their extensive hours in classrooms, RP employed Partnership Resource Teachers (PRTs), who were teacher educators [former classroom teachers] "on special assignment with the university to support preservice and mentor teachers [CTs]" (Dennis, 2016, p. 16). PRTs taught Residents' coursework at the university, visited them in their field experience classrooms on a weekly basis to support them with planning, teaching, and other areas of professional growth, and engaged in countless other forms of mentoring and support for both CTs and Residents as they learned how to teach and navigate professional relationships.

Additionally, RP implemented content-focused coaching (Gelfuso & Dennis, 2014) as a pedagogy aimed at helping Residents make theory to practice connections in thoughtful ways through applying concepts they learned in their coursework to their planning and teaching in the field. Since content coaching was the central context of this study, in the next section, I provide a thorough description of its goals and procedures.

RP Literacy Content Coaching

I generated data for this research in the context of six literacy *content coaching* (Gelfuso & Dennis, 2014) cycles. Below, I describe the goals and procedures of content coaching in-depth.

Purpose and description. During Residents' final year in RP, they participated in content coaching (Gelfuso & Dennis, 2014) across three subjects: Math, science, and literacy. Data for this study were generated during literacy content coaching cycles in which I was the literacy content coach. The central goals of content coaching were to build and refine Residents' understanding and enactment of literacy practices, and to assist them with interrogating and reshaping ideas they held about literacy teaching and learning (Gelfuso, 2018) in instances when doing so would enable them to enact more effective literacy practices.

Individuals who worked as content coaches in RP were education professionals who had specialized knowledge about the content area they coached, which made them uniquely qualified to serve as a knowledgeable other (Vygostky, 1978) to novices. Coaches who possess specialized content knowledge are a central feature of content coaching, since content knowledge is required for a knowledgeable other to be able to identify and effectively respond to teachable moments when interacting with preservice teachers. In my mind, content coaching can be metaphorically thought of as an intentional apprenticeship in that it pairs a master in a given subject area with a novice in order to apprentice the novice into the profession of teaching.

Structure of content coaching cycles. As I outlined in chapter one, content coaching cycles in RP adhered to the following structure of events, following the work of Gelfuso and Dennis (2014):

1. Pre-conference/rehearsal (planning/practicing the lesson)

2. Lesson enactment (which is video recorded)

3. Post-conference (to reflect on the lesson)

During the first phase, the pre-conference, the coach and Resident would meet for a *pre-conference*, during which time a lesson was planned and rehearsed, or "role played" (McDonald, Kazemi, & Kavanagh, 2009). Rehearsing the lesson allowed the Resident to work out the language and sequence of their lesson with the support of the coach, practice implementing particular literacy pedagogies they'd learned from coursework, and identify any content they may need a deeper understanding of prior to teaching the lesson to real children.

At the close of the pre-conference, the coach and Resident would form what is known as a *hypothesis* (Gelfuso, 2016). The hypothesis is an "if/then" statement the coach and Resident created together related to a practice the Resident selected from their coursework to try out. Hypotheses are "stated in an if/then format where the 'if' part contains the ideas the preservice teachers are testing and the 'then' part is what possible effect their actions will have on K-12 student learning" (Gelfuso, 2016, p. 72). For example, prior to teaching a phonics lesson about the sound of short /a/ to a group of kindergarteners, a Resident might select an explicit routine for doing so that they'd encountered in Emergent Literacy class while reading *Making Sense of Phonics* (Beck, 2005). Given that Beck's book argues in favor of explicit phonics instruction, the Resident might select to test out how explicit instruction impacts students' learning through a hypothesis such as, "If I explicitly teach the short sound of a, then my students will begin to identify and decode the short sound of a when they are reading in connected text."

By forming and testing out hypotheses in the context of real teaching experiences with children, the goal is for preservice teachers to personally gather evidence (or grounds, as Dewey

(1933) would say) as to the merits of the practices they encountered in coursework, and gain nuanced, refined understandings of how to skillfully execute those practices. In this way, they were coached to adopt "inquiry as a stance" (Cochran-Smith & Lytle, 1999) instead of accepting practices or information at face value.

After the Resident planned and rehearsed the lesson at the pre-conference, they would move to phase two of the coaching cycle: Enactment. Here, the Resident would teach their lesson and focus on enacting the practice their hypothesis focused on. The enactment was video recorded, and afterwards, both the coach and the Resident would prepare for the third phase of the coaching cycle (the post-conference) by viewing the lesson video and "coding" it. Coding was done using an online platform called Edthena, where the Resident uploaded their video and I had access to it. Edthena technology allowed the Resident to tag particular time stamps of the video with notes (codes). In literacy content coaching, Residents' codes took note of:

- Time stamps in the video where the Resident attempted to enact the practice from their hypothesis
- What, precisely, the Resident did or said during those time stamps, and
- How children responded to their attempts to enact their hypothesis

As the coach, I coded lesson videos using paper and pencil, so that Residents' codes in Edthena would be their own original thinking (without first seeing mine), then previewed their codes prior to post-conference meetings to prepare for our conversation.

Post-conference conversations followed Gelfuso's (2016) framework for facilitating reflection (for full framework, see Appendix B). To begin the reflective conversation, the Resident would reiterate their lesson hypothesis and then discuss their time stamps. For me, as the coach, the primary goal as the conversation unfolded was to help the Resident analyze the

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nature of particular teaching practices, identify and articulate how their teaching decisions did or did not impact student learning, and theorize (using evidence from the video) about why.

This process was meant to lead the preservice teacher away from assertions or conclusions that may be beliefs (something they felt convicted about but had no evidence to support) and toward the creation of *warranted assertibilities* (Dewey, 1986; Gelfuso, 2016). In the context of literacy content coaching, warranted assertibilities were new understandings about literacy teaching and learning that resulted from the coach and the Resident's dialogic inquiry and reflection together. They were based on warrant, or evidence (from the teaching video), and not just personal feelings or convictions alone. In other words, they represented an additional piece of PCK the Resident had added to their metaphorical teaching toolbox through personal inquiry and supported reflection.

Participants

The participants in my study were Lana, Maren, and Bella, three undergraduate preservice teachers who completed their final internship (and literacy content coaching) at three different partnership schools during the 2018-2019 school year. I chose to study these three students due to the contrasting nature of my experiences coaching each one of them. I believe these coaching experiences were different due to a variety of factors, including the unique context of each school where participants were placed, the grade/content they were required to teach, the CTs they worked with, and the individual dispositions they brought to coaching experiences.

Lana and Maren represent two of the most challenging and interesting dispositions encountered during my time as a coach, but for opposite reasons: Lana, because of her perfectionism and timid nature, and Maren, because of her strong personality and interest in

efficiency. While Lana lacked confidence but expressed genuine interest in being an effective teacher, at times, Maren's interest in efficiency appeared to override her interest in being methodical and thoughtful about her teaching decisions. Bella represents a more typical disposition I often encountered: At times, she seemed unsatisfied with my input and/or coaching procedures, but, overall, she was open to feedback, demonstrated a committed work ethic, and communicated a desire to be effective in her literacy teaching.

By studying these three individuals, my intent is to generate new understandings about the ways in which different knowledge and (mis)understandings move across the planning and teaching of preservice teachers who think and act from varying dispositions, prior experiences, and school contexts.

Lana (Lamar Elementary). Lana is a 26 year-old Caucasian woman who completed her final internship in kindergarten at Lamar Elementary. At the time of the study, Lamar Elementary had partnered with RP for over five years and typically enrolled between 600 and 700 students. Students at Lamar tended to come from the immediate neighborhoods that surrounded the school.

The principal of Lamar was known amongst RP colleagues as a hands-on administrator with strong opinions about how content areas should be taught, with an eye toward maintaining Lamar's satisfactory school grade from year to year. At times, this focus resulted in a loss of autonomy for Lamar's teachers, and, by default, Residents like Lana who interned there. Lana was older than her peers in RP (which had 14 students total during her final year), but successfully formed friendships with her younger cohort members and worked collaboratively with those friends on assignments and other academic activities both during and outside of their internship hours.

When I first encountered Lana at an informational session about coaching cycles in August of 2018, I noticed she was focused on the information being shared and she took detailed notes. As I continued to spend time with her, I observed her facial expressions consistently sent a message that she was worried about something, and she seemed to become anxious and overwhelmed quickly. This anxiety seemed to stem primarily from concerns that she would not be able to meet my expectations and complete all tasks or experiences to the highest degree of quality possible. In short, Lana often presented as a perfectionist who was by nature self-critical and greatly discouraged when she wasn't able to do things "just right".

Given her disposition, Lana entered into literacy content coaching cycles with an aura of trepidation and pensiveness. Initially, I noticed she seemed very fixated on locating "right answers" when I attempted to elicit her thinking as we made planning decisions together. Although my goal was often to create space for her to elaborate on her thinking and ideas, when I posed intentional questions to invite her to do so, she often seemed to interpret my questions as subtle "that wasn't the right answer" hints and would then lose confidence in her thinking.

I selected Lana as a participant in my study because she represents a distinct personality I've coached many times over: That of a student who initially lacks confidence in their professional thinking and decision-making, fixates on perfection, and wants to locate "right answers" to avoid discomfort and/or mistakes at any cost. She also represents a preservice teacher whose thinking about what it means to teach and learn became apparent through her talk and manifested clearly in her teaching, as we will see.

Maren (Gulf Elementary). Maren is a 22 year-old Caucasian female who completed her final internship in second grade at Gulf Elementary. At the time of the study, Gulf was new to hosting final (second year) Residents, but the principal expressed a deep interest in doing so and

participated in meetings regarding RP's design and structure at every opportunity. Because Gulf had not scored what the state considered to be a "passing" school grade prior to the 2018-2019 school year, the school was experiencing changes in curriculum, procedures, and personnel when Maren was completing her final internship there. Fortunately, the principal at Gulf consistently communicated an interest in developing the staff's content expertise, as well as their capacity for mentoring preservice teachers, and appeared to dedicate considerable time and attention to providing teachers with the necessary resources to grow and flourish.

Maren presented as an individual who was confident in her thinking but open to my input. Perhaps because she had a parent who was a teacher, she had strong opinions about most topics of conversation we discussed related to teaching and learning. Although at times she would express that she didn't know something (when she felt particularly at a loss), she typically appeared self-assured and this often played out as overconfidence in her teaching abilities. For example, she was apt to interpret most lessons as successful even when recordings of her teaching provided no evidence that children had progressed toward the objective of the lesson. Maren was attentive to details and deadlines and often acted as the spokesperson of her cohort. She was very direct and made no secret of it if she was unhappy with an expectation or assignment, or if she felt instructors (myself included) were not doing something the way she thought it should be done. While she did, at times, invite my opinions as we planned together, it often seemed to me that she moved ahead rather quickly without giving much thought to what I said.

I selected Maren as the second participant in my study because I found her to be one of the most difficult students I coached during the 2018-2019 school year since she consistently seemed skeptical of the ideas from coursework I tried to carry over into our coaching sessions.

She also tended to focus on what she viewed as barriers for successful instruction (e.g., difficulties related to her students, her classroom/school logistics, etc.) when we planned. Although over time Maren appeared more open to my ideas and feedback, and seemed to appreciate coaching overall, I often sensed that she nodded or wrote down key ideas from our time together not because her professional knowledge of thinking had shifted, but because she wanted coaching cycles to be minimally invasive and end in a timely manner. As a result, I ended that school year feeling like Maren had smiled and agreed with me about many things as coaching had progressed, but like I perhaps hadn't truly had any lasting impact on her thinking.

Bella (Clovist Elementary). Bella is a 22 year-old Caucasian woman who completed her final internship in a departmentalized fifth grade English Language Arts (ELA) classroom at Clovist Elementary. Clovist Elementary was the largest of the three schools in this study, typically enrolling between 750 and 850 students per year, and had participated in the partnership for approximately four years by the 2018 school year. An aspect of Clovist that made it unique from Gulf and Lamar was the large number of emerging bilinguals it served. For this reason, conversations with Bella often focused on how to teach fifth-grade content in effective ways for children who were still acquiring English.

The administration at Clovist were the most hands-on group of administrators in RP. Limited freedom was given to teachers to deviate from particular procedures and programs that the school selected to implement, and a notable emphasis tended to be placed on standardized test preparation. Because of this, departmentalization was common at Clovist. This meant Bella spent half of her day in one classroom (with her ELA CT) and the other half in a math and science classroom with a second CT. Additionally, Bella's ELA classroom housed a second RP final intern whom Bella chose to co-teach with at times. This meant Bella planned instruction

with many layers to consider: Her own ideas and beliefs, the ideas of her ELA CT and RP co-teaching peer, my coaching goals for her, and those of the hands-on Clovist administration.

I found Bella to be open to feedback and ideas. However, because she was also attentive to details and hesitant to break the mold at Clovist, she quickly began to experience tension between her interest in trying out practices she felt were best for her students and the practices and procedures her cooperating teacher had in place (often, as a result of mandates from Clovist's administration). She had a difficult time initially wrapping her mind around how a coaching cycle "should work", often expressing after the fact that there was something she'd hoped to receive from me that she hadn't received, or that she wasn't sure what I had "wanted from her" and felt confused.

I was surprised one day in September of 2018 to learn that Bella felt so much concern about how her coaching cycles were going she had contacted RP's co-director, who called a meeting for the three of us so she could help Bella voice her concerns to me, as well as remind Bella of the goals of content coaching. Ultimately this meeting proved to be a turning point in my relationship with Bella; although we had always been on cordial terms, after she was able to explain her desire to do and learn more through coaching, but the difficulty she was experiencing with that because of Clovist's tightly-monitored culture, I was able to be more intentional about closing out coaching sessions with a quick "check-in" in which I asked Bella if her expectations and needs for the planning session had been met, and if there was anything she wanted to do or try out that we hadn't talked about or that she needed additional support to actualize. Of all the students I coached during the 2018-2019 year, I felt I developed the strongest connection with Bella, and I found her to be one of the most invested students I have ever coached.

I chose Bella as a participant in my study because of what can be learned from her experience navigating her own beliefs and the beliefs and/or mandates of her mentors, peers, and Clovist as an institution--a situation preservice teachers regularly find themselves in, as past research has shown (see, for example, Trent, 2010). She also provides insight into preservice teacher thinking in that she was assertive about seeking input from me as her coach, but also didn't hesitate to articulate disagreements she had with me and the content and professional knowledge I attempted to communicate to her.

Data Collection

In chapter two, I stated prior work conducted to investigate preservice teacher beliefs has relied on the preservice teachers' self-report data from surveys, questionnaires, and/or interviews as a method of capturing what they believe. Scharlach (2008) has pointed out that reliance on self-report data that is not validated against observations of teachers' classroom practice is a methodological problem within beliefs literature. Similarly, Pajares (1993) has argued teacher educators should attempt to infer what preservice teachers believe by what they say as well as what they do. I designed this study to respond to these calls, and to build directly on Gelfuso's (2018) study of beliefs. In this way, my study addresses two problems with past literature: (a) the problem of over-reliance on purely self-report data, and (b) the need for studies to build on one another to develop a coherent line of research.

Using 33 planning sessions as her "text" for analysis, Gelfuso (2018) departed from the self-report data research tradition and, instead, examined preservice teachers' "'language-in-use'" (Gelfuso, 2018, p. 10) (in other words, what they said) by studying the contents of 33 planning sessions she facilitated with her preservice teachers. Through the use of critical discourse analysis (Gee, 2011), Gelfuso (2018) discovered her preservice teachers held nine

(*mis*)*understandings* (beliefs that represented misconceptions), which she collapsed into "three underlying beliefs about teachers, learners, and readers" (p. 13). The three underlying beliefs were (a) assessment is instruction, (b) literacy teaching/learning is inauthentic, and (c) children are not intellectually motivated.

To build on Gelfuso's findings and inform my research question, I studied not only what preservice teachers said (during planning conversations), but also what they did during their enactment of the lessons they planned during their coaching cycles. Additionally, I compared the beliefs of my study participants to those of Gelfuso's (2018) to examine in what ways they are similar or different in order to further inform what beliefs may tend to be common across newcomers to the teaching profession.

To accomplish this, I relied on four primary data sources: (a) Transcripts from participants' literacy content coaching pre-conferences, (b) video recordings of their lesson enactments, (c) transcripts from participants' post-conferences, and (d) video codes participants left about their teaching after viewing their lesson videos in Edthena (Appendix C). RP paid for Edthena memberships for all RP content coaches and for each Resident, and this platform was the storehouse for lesson videos after participants' lesson enactments (Residents uploaded their videos and coded them prior to post-conferences). These data were collected with IRB approval between August of 2018 and April of 2019.

Since I studied data from a total of two full coaching cycles each of my three participants participated in, the total data I analyzed were:

- Six pre-conference transcripts (two per participant)
- Six lesson video recordings (two per participant)

- Six post-conference transcripts (two per participant)

- Six video code documents (two per participant)

Data Analysis Procedure

I completed my study using a three-phase data analysis structure. As I stated before, my data analysis was structured to respond to some of the methodological problems in past research. To be more specific, my data analysis approach: (a) Drew on participants' words as well as actions to identify their knowledge and beliefs, and (b) examined complexities related to how their beliefs manifested in their teaching (to avoid over-simplifying what their beliefs were and/or the degree to which they manifested consistently across any situation or context). Broadly, the three rounds of data analysis were for the following purposes:

1. Round one: Locate what participants understood and (mis)understood about reading teaching and learning during their first coaching cycle

2. Round two: Locate what participants understood and (mis)understood about reading teaching and learning during a second coaching cycle

3. Round three: Compare round one findings to round two findings to search for changes or consistency in knowledge and (mis)understandings across both coaching cycles

In what follows, I describe in detail my methods for each round of data analysis.

Round one: Analyzed first coaching cycle data. My first round of data analysis focused on participants' first coaching cycle data. Specifically, I began with an analysis of their transcript data. From there, I analyzed their video and Edthena code data.

Analysis of first cycle transcript data. To begin phase one of my data analysis, I concentrated on analyzing each participant's first pre-conference (planning) transcript and post-conference transcript. My goal in doing this was to gain an initial idea of what participants

seemed to know and/or (mis)understand about literacy teaching and learning. To start, I read each participant's pre-/post-conference transcript to identify and record (in list format) the context of the coaching cycle goals and the big ideas of the pre-/post-conference conversation.

Then, I reread the transcripts iteratively and used Cunningham and Allington's (2016) eight pillars (Table 5) of effective literacy instruction to deductively code (Miles et al., 2014) the participants' rationales or goals for their lessons. I attended carefully to the specific words or phrases (i.e., nouns, adjectives, verbs) they used to (a) articulate their decision-making process, (b) characterize their learners, and/or (c) describe their intended goals for instruction. Starting at my second analysis of both pre- and post-conference transcripts, and continuing throughout all subsequent rounds of analyses, these words and phrases were noted in a chart like the one in Table 4.

Table 4

Data Analysis Chart for Round One

Concepts described	Words/phrases used	Knowledge or (mis)understanding?
List the concept described	*How is this concept described in the conversation?*	*Am I coding this evidence knowledge or (Mis)understanding? Why?*
[Concept]	[Words/phrases from transcript]	[Code "K" for knowledge and "M" for (mis)understanding]

As I coded these data, I used Cunningham and Allington's (2016) eight pillars of effective literacy instruction (Table 5) as my deductive framework for analysis because these pillars represent practices that have been widely recognized in the literacy research community

as being characteristic of highly effective literacy classrooms that lead to learning for children from economically and racially diverse backgrounds. When a participant's decision-making talk conveyed rationales or goals that stood in contrast to these eight effective practices, I coded that talk as a (mis)understanding. When their talk was consistent with the eight pillars, I coded it as knowledge.

Table 5

Cunningham and Allington's (2016) Eight Pillars of Effective Literacy Instruction

Skills are explicitly taught, and children are coached to use them while reading and writing
Science and social studies are taught and integrated with reading and writing
Balanced, comprehensive instruction
Meaning is central and teachers emphasize higher-level thinking skills
Children do a lot of reading and writing
Teachers use a variety of formats to provide instruction
Classrooms are well-managed and have high levels of engagement
A wide variety of materials are used

Since my participants taught in an urban school that partnered with an urban teacher preparation program focused on developing skilled teachers in urban contexts, as I analyzed my data during round one, I also considered how coaching conversations did or did not draw on a selection of Haberman's (1991) recommended "teacher acts" that comprise some of the pedagogies recognized as characteristic of exemplary urban schools. In addition to

comparing/contrasting participants' words/phrases to Cunningham and Allington's (2016) eight

pillars, I also compared/contrasted them to the following good teaching practices Haberman

(1991) advocates for in urban schools:

1. Students are helped to see major concepts, big ideas, and general principles and are not

merely engaged in the pursuit of isolated facts

2. Students are asked to think of an idea in a way that questions common sense or a

widely accepted assumption, that relates new ideas to ones learned previously, or that

applies an idea to the problems of living

3. Students are actively involved [in the lesson]

When this part of my analysis was complete, I examined the words/phrases I'd noted

across the participant's first coaching cycle pre- and post-conference transcripts (as shown in

Table 4) and organized those findings into broader themes (Miles et al., 2014) that articulated

what I, at that point in my analysis, saw the data suggesting as initial potential

knowledge/(mis)understandings the participant held. I tracked these initial themes in a chart like

the one shown in Table 6.

Table 6

Chart for Initial Findings Based on Transcript Evidence

[Tentative finding]	[Tentative finding]	[Tentative finding]
(Mis)understanding or knowledge?	(Mis)understanding or knowledge?	(Mis)understanding or knowledge?

Analysis of first cycle video data. After I identified what appeared to be participants'
knowledge and (mis)understandings by analyzing their talk from their first coaching cycle
transcript data, my findings from that phase of analysis served as an added deductive framework
for watching and analyzing the video-recorded enactment of the lesson they planned. During my
analysis of video data, my goal was to use participants' in-the-moment decisions with children as
a way of confirming, extending, or refuting what I found from analyzing their pre-conference
and post-conference transcripts. As I watch their videos, some of the questions I was interested
in included:

- In what ways does the knowledge and (mis)understandings I identified from the transcript
  data "show up" in participants' practice?

- What is the interplay between participants' talk and their in-the-moment decisions?

- What are the apparent consequences of participants' (mis)understandings for children's
  learning?

To help me answer these questions, I used techniques from Jordan and Henderson's
(1995) *interaction analysis* as a framework for analyzing my video data. Interaction analysis is a
method of analysis that permits empirical investigation into how human beings interact with one
another and with objects in their shared environment (Jordan & Henderson, 1995). This made it
an ideal approach for analyzing my participants' lesson videos, since the videos provided "an
unbiased account" (Jordan & Henderson, 1995) of events that took place when participants
engaged in teaching children (an interaction amongst human beings) in the classroom (a shared
environment) using materials (objects) they purposefully selected to achieve their lesson goals.

Interaction analysis fits well within my broader sociocultural lens, given it draws its data
from "the details of social interactions in time and space" (Jordan & Henderson, 1995, p. 41)

(i.e., between preservice teachers and their students), and because of its basic underlying assumption (among other assumptions) that "verifiable observation provides the best foundation for analytic knowledge of the world" (Jordan & Henderson, 1995, p. 41). Based on Jordan & Henderson's (1995) recommendations for analysis of video evidence, I developed the following specific procedure for analyzing my participants' lesson recordings during round one of data analysis in my study:

1. View the video one time through to get a big idea of what happened during the lesson. For example: Take note of the lesson goal(s), the "actors" (Jordan & Henderson, 1995) in the lesson (i.e., preservice teacher, the students, the CT), the objects they used, and the environment where they interacted.

2. Re-watch the video and stop it anytime I see something I deem to be notable or "worthy of remark" (Jordan & Henderson, 1995, p. 44); record a note about it. Chart the verbal and nonverbal cues, materials, and activities associated with the event (see Table 7). Examples of things I viewed as worthy of remark include words spoken by the preservice teacher, or actions taken, that did/did not align with their apparent knowledge and (mis)understandings (as identified in their pre-/post-conference transcripts).

3. Pose "observations and hypotheses" (Jordan & Henderson, 1995, p. 44) about the activities that seem worthy of remark; note distinguishing features/specific practices within these activities and what tools/objects appear central to them. Proposed hypotheses and observations about activities must be of the sort which the video is able to provide "confirming or disconfirming evidence" (Jordan & Henderson, 1995, p. 44).

4. Use information gathered from steps one to three to then answer questions like: (a) In what way(s) is this activity consistent or inconsistent with the preservice teacher's

expressed knowledge and (mis)understandings (per their transcript data)? (b) What additional or refined insight does this activity provide related to the preservice teacher's knowledge and/or (mis)understandings? (c) How do children appear to respond to this activity?

5. Throughout steps one to four, I drew on participants' first coaching cycle Edthena codes as a method of triangulating my emerging findings.

Table 7

Video Analysis Chart (Based on Jordan & Henderson, 1995)

Actor	Verbal	Nonverbal	Materials/activities
[Name]	[Words used]	[Nonverbal behaviors/actions]	[Materials used]

In summary, I used transcript, video, and Edthena coding evidence in round one of my analysis to gain insight into what salient knowledge and/or (mis)understandings each participant came to the coaching space with during their first coaching cycle. Next, I describe round two of my data analysis.

Round two: Analyzed second coaching cycle data. During round two of my data analysis, I repeated my analysis process from round one using each participant's pre-conference and post-conference transcript, lesson enactment video, and Edthena codes from a second cycle of literacy content coaching they participated in with me (held in the spring of 2019). Data for this round of analysis came from Lana's second coaching cycle with me and from Maren and Bella's third coaching cycle. Due to personal circumstances, Lana was not able to fully complete her third coaching cycle, which is why I do not have a full data set (pre-conference, lesson

recording, post-conference) for her third cycle and chose to use her second coaching cycle data.

However, given the focus of my research questions, and the fact that I did not attempt in this

study to draw causal links between participants' knowledge and beliefs and the passage of time

between coaching cycles, I believe these data were still appropriate for providing insight into my

questions. This second round of analysis set me up to engage in my third and final phase of data

analysis, described next.

Round three: Compared cycle one findings to cycle two findings. As my analysis

progressed from coaching cycle one data to coaching cycle two data, I compared my findings

from cycle one to my findings from cycle two. This helped me explore, specifically, the

complexities and fluidity of preservice teachers' (mis)understandings (i.e., to what degree are the

(mis)understandings fluid or static? What possible factors appear to contribute to their stability

or instability?). This comparison also provided insight into what, if any, ideas seemed to

permeate participants' choices and interactions across multiple teaching events, as well as if and

how those ideas consistently aligned with the in-the-moment decisions they make when they

worked with children.

After I completed my third round of data analysis on my final participant's data set, I

examined my findings for all three participants to identify what, if any, trends could be seen in

their knowledge and (mis)understandings.

Researcher Reflexivity

It is important for me to orient myself in the present study, not only because I come to

this work as both researcher and coach, but also because I, like any researcher, brought many

cultural markers and prior experiences to this work that impacted how I looked at my data.

Because of my intricate connection with the data in this study, in what follows, I describe at

length my own personal and professional background and beliefs that are most relevant to my analysis of the data used for this dissertation.

Upbringing and education. As a child, I grew up in a white, middle-class family on the western and then southeastern coasts of the United States. My family (immediate and extended) and my church community were the central spheres where I experienced life. Although my ethnic heritage is Western European, and those in my faith community were predominantly White, my grandparents lived in Jamaica from the time I was one until I was 11, and this brought me into contact with other ways of living and thinking beyond those of my own culture.

Through marriages and adoption in my extended family, my family evolved to be a multiracial family by the time I was eight. Although I have always viewed this as something that has enriched my life and lens on the world, I can also see now how it may have precluded me for a time when I was young from recognizing some of the racial issues and injustices that existed outside my family (since these issues did not play out in my home life). This is something I realized later in life upon entering graduate school. This is not to say I didn't care about issues of race and racism, only that it was not "on my radar" how it ought to have been since it was difficult for me as a young person to grasp that there were spheres and spaces within and outside of my country where people would, for example, reject and persecute the marriage of my aunt (a who is Jamaican) and uncle (a white man). In other words, my "normal" growing up was a double-edged sword: While it enriched my life and reinforced what my parents taught me about equality and human dignity regardless of skin color or cultural background, it also limited my awareness that not everyone experienced and/or lived out those values in broader society.

I was homeschooled by my mom from kindergarten through 12th grade. However, in ninth grade, I began to take classes at my local high school as well as community college. My

mom decided to have me do this so that individuals with expertise in particular subject areas would begin to oversee my secondary education (i.e., math, American history, Spanish). This was a valuable experience for me because it took me out of my home environment and into contact with peers my age who came from a variety of backgrounds and belief systems. Nevertheless, upon graduation from high school, I applied at, and was accepted to, a private Christian college in my area where any Christian graduate from my world was expected to go.

Preservice teacher preparation experience. The peers who attended my private Christian college were rarely different from me: In almost every case, undergraduate students at my alma mater, like myself, came from white, middle class, Christian homes. Although students and a small number of faculty members did, at times, comment on the need to diversify our student body, no meaningful attempts were made to make that possible while I was a student at the college. Given my previously mentioned assumption (based on my own family's experience) that issues of race and racism were not imminently pressing issues, I didn't think much of the lack of racial, linguistic, or spiritual diversity at my college. It was many years later before I would take this matter more seriously (something I describe in a later section).

As a preservice teacher, I received all of my coursework instruction from just two or three instructors who taught all of the Elementary Education courses at my college. These instructors were supportive, committed to high expectations for me and my peers, and deeply concerned with keeping children at the center of education. These instructors instilled in me the importance of being a professional teacher who brings herself to the table to advocate for children, rather than letting herself be completely shaped by those already at the table (if they aren't keeping kids first). However, as former classroom teachers, my professors had expertise in science and math rather than literacy. For this reason, I didn't develop the strong literacy content

knowledge I needed to be an effective literacy teacher. This left me somewhat unprepared for the demands of being a literacy educator in my first classroom when I was hired to teach second grade at a Title 1 school where many of my students experienced difficulty learning to read.

Experiences as a classroom teacher. During my first year of teaching, I grew increasingly aware of the gaps in my knowledge as a reading teacher. I had no idea why my students were not learning to read, had a limited understanding of how to use assessments effectively to plan literacy instruction, and a limited grasp on the goals of elementary literacy instruction. As a young teacher, I unconsciously picked up the narrative that circulated around my school that said my students' difficulties likely related to the fact that they were poor, or that their families didn't care to be involved in their education. This was something I was told often by teachers who, at the time, I thought were well-meaning, but now recognize were reproducing deficit discourse about (and low expectations for) the children at our school.

My thinking began to shift in this area over as the result of mentoring I received over the course of my first few years of teaching. I sought the help of the reading coaches at my school, who began to spend extensive time in my classroom modeling, supporting me, and providing me with feedback on my methods and students' progress. I also developed a close relationship with a university professor who was embedded in my school as part of a partnership between the local university and the school where I taught. Among other areas, she possessed expertise related to literacy instruction and assessment and preservice teacher preparation. Through my work with her, I began to conduct classroom inquiries and participate in professional book studies to extend my knowledge of literacy teaching and learning, and I developed a special interest in teacher language, in particular, and its effects on students' literate lives and learning.

As my own content knowledge and professional disposition grew, I became increasingly convinced of another belief I now hold deeply, and one that research supports: It was me (as the teacher) who had a great deal to do with whether or not my students experienced success. I started to feel uncomfortable when colleagues blamed children or parents or poverty for lack of progress or achievement, or when deficit labels like "low kids" circulated around the school halls to categorize kids. It was this shift in my thinking that fueled a personal mission on my part to do what I could to increase my colleagues' sense of responsibility for students' learning and to eradicate deficit language from my context. To put it differently, I developed an assumption that a basic ethical responsibility of any teacher is to be reflective about the effectiveness of their own teaching, and to be open to mentorship to pursue growth (no matter how uncomfortable the process might be) because the education and well-being of real children depended on their willingness to do that. This is an assumption I took with me into the coaching I would later conduct, and one that I still hold today.

During my third year of teaching, I became a collaborating teacher (CT) for a teacher preparation program at the local university my school partnered with, and this was my entry into preservice teacher education. Across my third, fourth, and fifth year of teaching, in particular, I experienced extensive personal and professional change that transformed my ethos and worldview as a teacher as I continued to conduct classroom inquiry and became more and more invested in growing as a CT. I developed an increased understanding of, and appreciation for, things like the role of assessment in teaching, the value of a dialogic classroom culture, and the connection between prosocial skills and literacy development. I also focused heavily on my teacher language during instruction and mentored the preservice teachers who I hosted in these areas I cared about deeply.

During my fourth year of teaching, I entered graduate school. It was during this time when I began to realize I needed a more intentional consciousness about issues of diversity, equity, and inclusion. My first memory of beginning to recognize this is from when I took a class related to diversity in children's literature. Early in the semester, the professor of the class facilitated an activity that required us to write about our culture for a set period of time. As the timer counted down, I noticed how difficult I found it to write about "my culture", and I even recall feeling at the time like I didn't have a culture.

It was through that activity, and the exploration of mainstream children's literature, broadly, that previously invisible-to-me biases, stereotypes, and discrimination in certain spaces and places began to come to light. This motivated me to re-examine my teaching practices and classroom culture, as well as the culture of my school, to question if my classroom and my administration were enabling or constraining inclusivity and equity of opportunity for the children I taught.

Eventually, I had evolved as an educator to a point where I felt a responsibility to depart from the policies and procedures of the school where I taught. This departure lead me to clash with my administrators, which, in turn, resulted in a brief leave from teaching, then a switch to teach at a new school, and, ultimately, a total exit from the classroom to pursue my PhD on a full-time basis.

My exit from the classroom reflects another deeply held belief I hold, which is that teachers cannot adopt stances as helpless or powerless and must exercise agency in instances when policies and decisions in schools are not in the best interest of children. It was my opinion when I exited the classroom that, on the whole, the schools where I had taught did not foster and support teacher agency and had evolved into contexts where the primary focus was on preparing

students for state tests. I found this to be frustrating and not in keeping with the ethical responsibility of a school. These perceptions I held, along with my intricate knowledge of the schools where I had taught, meant I had to consciously keep my preconceived feelings and frustrations in check when I began to coach in them as a Graduate Assistant.

Experiences as a preservice teacher educator. In the fall of 2016, I began a three-year experience in which I coached preservice teachers across six elementary schools, two of which I had previously taught in. Every fall and spring from 2016-2019, I coached for the university where I was a graduate assistant, and in the summers, I coached for a study abroad experience through the university that took place in several primary schools located throughout Cambridgeshire, England.

It was partly through coaching and repeatedly encountering so many preservice teachers' beliefs about how kids learn and become literate that I began to more explicitly notice some of my own beliefs about things like the role of literacy in the classroom, the teaching of literacy, how one becomes literate (since I often experienced dissonance between my students' priorities for/interpretations of teaching events and my own), and how one can best learn to teach. For example, some of the most influential beliefs I became aware I held include:

- Children become literate through a combination of experiences, including exploration and play in their natural settings and intentional support from knowledgeable others

- The role of literacy is to (a) bring children joy, (b) give children a conduit for personal expression, (c) provide children with the necessary skills to learn other disciplines, and (d) enable them to access and engage with their immediate world and broader society

- Literacy teaching should foster children's knowledge of, and respect for, cultures and ideas that differ from their own

- When possible, literacy teaching should be embedded within meaningful/important purposes that children care about

- Literacy teaching should reject taking on a narrow focus of preparing children for standardized tests

- Literacy teaching should recognize that learning happens across time and often involves confusion, mistakes, and difficulty along the way. For this reason, literacy teachers should refrain from interpreting such things as marks of "deficiency" on a child's part

- Remaining open to feedback and support from a knowledgeable other is an important key to growth for a preservice teacher

- Preservice teacher education can contribute to equity of opportunity by designing learning experiences for preservice teachers that help them develop strong teaching skills, so that every child they teach has access to a strong literacy teacher

These are some of the prevailing beliefs I formed from a combination of my own experiences as a classroom teacher, my time working with coaches and mentors, and the research and reading I participated in as a graduate student. The sum total of them formed my worldview of what accounts for high quality literacy teaching and learning and preservice teacher education, and so, in my work as a literacy content coach, they guided how I set coaching priorities and interpreted teaching/coaching situations.

Nevertheless, I also became increasingly aware over my time as a coach that in any given conversation with a preservice teacher, they were potentially in a situation where they had to navigate and attempt to reconcile (a) my beliefs/priorities (as their coach), (b) their own beliefs/priorities, (c) the beliefs/priorities of their CT, and (d) the prevailing policies and expectations of their school administration. This was a difficult and intricate complexity that accompanied coaching. As a preservice teacher educator, I felt passionate about helping my students recognize, extend, and act on their agency as developing professionals. My goal was for

them to use their knowledge of content and their students, with my support, to make teaching decisions that were in the best interest of their students and that represented high quality literacy experiences. In advising them, I only had my own worldview to work from as far as what constituted "high quality", and I was confident in that worldview, but I also did not want to to discourage pushback from my students (since doing so would run counter to my goal of helping them think and act agentively). This was a tightrope that had to be walked, and I certainly did not walk it well in every instance.

In analyzing data for this study, I will be in a similar position in that I will operate from my own worldview as I make interpretations and select/reject what aspects of an encounter are relevant and important. However, I hope that the exercise of articulating my beliefs and assumptions in detail will be an aid not only to the reader, by providing clear researcher transparency, but also to me, so that I can keep in my sights what prevailing positions I hold that I will need to keep in check as I conduct this study and consistently return to the data to consider whether and how my interpretations are supported in robust ways by multiple forms of evidence.

I view my direct experiences as the teacher educator in this study as vital and useful to the work of studying beliefs and how they operate in a preservice teachers' development as a literacy educator. In this regard, I align myself with the thinking of Anderson and Stillman (2013), who have posited that something valuable has been lost in recent calls for researchers to "abdicate in the name of 'objectivity'" (p. 54), or "to minimize or withhold their mediation in the teacher education process in order to produce objective research" (p. 54). As they further posit, doing so renders teacher educators' hands invisible in the work and outcomes of teacher education research, and presents significant risks, including:

- The potential for denuding teacher education of the very things it is made of--its very essence

- Abdicating teacher educators of their primary responsibility: Ensuring the educativeness of teacher education pedagogies

Stillman and Anderson (2013) argue rich, nuanced, and even messy accounts of preservice teachers' development stand to inform teacher educators the most about preservice teacher teaching and learning processes. These can come only from those who are directly involved in doing the work of teacher education. Therefore:

> student teaching insiders…who provide direct support to PSTs [preservice teachers], as well as PSTs themselves—stand to offer perspectives, whether as lead researchers...or subjects, that are both unique and essential to developing more complex and contextualized accounts of PST learning. (Stillman & Anderson, 2013, p. 56)

Coaching is a messy, complex business. Acting as a coach provides a unique vantage point from which to observe and learn from the ways preservice teachers tend to acquire, wrestle with, enact, and reflect on understandings, or (mis)understandings, about literacy teaching and learning.

In this study, I structured my data analysis to require me to anchor my observations and conclusions about participants to evidence (not mere conjecture) based on multiple data sources. For me, honesty in my study has been achieved not only through anchoring my conclusions to evidence, but also through a willingness on my part to engage with the messiness of my coaching, when this messiness inevitably surfaced in the data. This was a challenge I readily accepted, and one I have learned a great deal from.

Validity

In order for insights from this study to be useful to teacher educators, I had to give attention to issues of validity. In regard to this subject, Tracy (2010) suggests rigorous researchers "push themselves beyond convenience, opportunism, and the easy way out" (p. 841) and consider important questions like:

- Are there enough data to support significant claims?

- Did the researcher spend enough time to gather interesting and significant data?

- Is the context or sample appropriate given the goals of the study?

- Did the researcher use appropriate procedures in terms of field note style, interviewing practices, and analysis procedures? (Tracy, 2010, p. 841)

In my study, these questions guided the decisions I made. I attended to the third question by taking the time necessary to carefully and thoughtfully select cases for inclusion in my research that were from the population (preservice teachers) I wished to study. I continued to attend to the other questions by analyzing my carefully selected cases until I felt confident I had gained insight into my research questions.

Peer Reviewer

To bolster the rigor of my study, I recruited a professional teacher educator with expertise in literacy teacher education and qualitative research, to regularly read and respond to the findings of my data analysis as it was ongoing. This process worked as follows: Upon generating initial findings for each participant, I released select excerpts of that participant's transcript data to my peer reviewer to analyze (with no mention of my findings yet) to identify what knowledge and/or (mis)understandings she saw present in the data (Note: Because I was unable to anonymize video data, these data were not reviewed by the peer reviewer). Typically, I provided

the peer reviewer with a brief note to accompany each excerpt that described the background/context of that excerpt, including (a) the participant's assigned grade level, (b) the objective for the lesson, and (c) anything else that seemed necessary for her to understand the part of the conversation she analyzed. My peer reviewer used the same analysis process as I did when she analyzed these data (see Appendix D to view the peer review protocol).

I usually shared three to four excerpts from each participant's transcript data set with the peer reviewer. These excerpts usually ranged in length anywhere from half a page to three pages long. I selected which excerpts to share by considering which sections of the participant's four transcripts had (a) struck me as confusing, (b) seemed open to multiple interpretations, and/or (c) seemed illustrative of the participants' (mis)understanding(s)/knowledge up to that point.

After my peer reviewer analyzed the transcripts, we met to discuss her findings. During this time, my focus was to hear to what extent her interpretations of the transcript data aligned with or departed from my interpretations. Given my close proximity to these data, this was a valuable exercise in further establishing the trustworthiness of my study. Although it would have been ideal if the video data could have been shared with my peer reviewer as well, her review of the transcript data helped me regularly consider if/how I was maintaining careful and responsible interpretations of the written data that were grounded in multiple pieces of evidence. When we met in person, if she needed additional context related to a statement or event in the transcript excerpt(s) she read to confidently draw a conclusion, I orally described video portions of participants' lesson that related to her questions, and/or shared relevant Edthena codes with her.

My peer reviewer and I met three times total (once to discuss each of my three participants' data analysis findings). Each time we met, we conducted our time together according to the following procedure I established ahead of time:

1. I obtained consent to record, and then recorded, the audio of our conversation to refer back to later.

2. The peer reviewer began by sharing her analysis and interpretations of the excerpts I'd shared with her. During this time, I:

   a. Reserved commentary about my own findings: We agreed that I would not make any comments about my own findings, developing theories, or interpretations of the transcript evidence prior to the peer reviewer having detailed in full her own analysis results.

   b. Took notes: In order to bring the peer reviewer's outside perspective to bear on my analysis, I took detailed notes of her interpretations of the data. These notes also served as discussion points after the peer reviewer detailed all her findings.

3. As the peer reviewer shared her findings, if I had questions or points of clarification to obtain regarding anything she said, I interjected with those, and the peer reviewer responded before she continued on with her findings.

4. After the peer reviewer shared her interpretations of the transcript excerpts, and I confirmed she had nothing further to add, I then described the results of my own analysis of those transcript sections. In instances when the peer reviewer suggested possible interpretations of the data that departed from my own, I, at times, made other evidence available to her for consideration (for example, the written transcript of a lesson video, or, a code the participant left on a video). We would then continue to negotiate the possible meaning(s) of the excerpt under discussion in light of the additional evidence shared.

The peer reviewer and I found there was a high degree of agreement across what we noted in the participants' transcripts, and how we interpreted their comments in relation to what kind of

knowledge and/or (mis)understanding the excerpts pointed toward. There were no major areas of disagreement in our findings, but the peer reviewer was able, at times, to shed light on what she saw as the "why" behind my findings in some instances when I'd been too involved in examining the "what" to recognize a "why". We shared the most overlap in our identification of participants' shared difficulty understanding (a) how to explicitly teach/coach students, (b) how to use literacy assessments to plan instruction, and (c) the authentic/meaningful reasons teachers teach reading.

Ethics

The central ethical consideration in this dissertation is concerned with who, or what, should get to decide what beliefs are potentially unproductive for children, teaching, and learning, and what beliefs are useful. Using Cunningham and Allington's (2016) eight pillars of effective literacy instruction as a way to identify what participants said/did that counted as knowledge versus (mis)understandings helped anchor my conclusions to prior literature and helped me decide what to attend to versus what to let go of in my data set. Further, it enabled me to avoid positioning participants in a deficient light. Instead, by anchoring my analysis to the eight pillars, I attended to what portions of participants' thinking (as opposed to they, themselves) were misinformed and what portions of their thinking aligned with practices that have been found by prior researchers to be effective in the field for a diverse array of students.

Limitations

Member checking (e.g., Leko & Mundy, 2011) can be a method of establishing trustworthiness of qualitative research findings. It can also be a way of clarifying participants' thinking and ensuring a researcher understands what participants intended to convey during data collection procedures like interviews or surveys.

In this study, I retroactively examined data after participants had graduated from RP; therefore, I did not have the ability to follow-up with my participants to clarify their thinking (as it was at the time of data collection) after I analyzed their data. While this was a limitation I couldn't avoid, I believe my careful attention to appropriate methodological decisions in the design of this study made it possible for me to gain insight into my participants' thinking and create new understandings for the field of preservice teacher education.

Summary

In summary, in this qualitative study I drew on multiple data sources generated from two separate coaching cycles I facilitated with each participant to inform my research questions. Rounds one and two of my data analysis were concerned with, first, identifying what participants both understood (knew) and (mis)understood about literacy teaching and learning. Round three of my data analysis permitted me to compare my findings from cycle one to my findings from cycle two. Next, in chapter four, I share the findings of my analysis.

CHAPTER FOUR: FINDINGS

Introduction

In chapter one, I pointed out that preservice teachers enter their preparation programs with some knowledge of teaching and learning, but it's not uncommon for them to also hold (mis)understandings that often come about as a result of the limited view of teaching they had as K-12 students themselves (an experience termed the *apprenticeship of observation* by Lortie (1975). Because this limited view often leads to confusion about what it means to teach and to learn, decades of prior scholarship have advocated for identifying some of the most salient (mis)understandings novices enter the field of education with to better understand how those confusions can be addressed by teacher educators.

In chapters two and three, I noted that although much prior literature has explored what specific beliefs and (mis)understandings preservice teachers hold, those past studies have predominantly relied on self-report data to establish their findings. This represents a significant weakness in prior methodologies in relation to the study of beliefs, specifically, since one might claim to hold a certain belief (via self-report measures) but act in ways that are inconsistent with how a person would behave if they truly held that belief.

Because of this, Pajares (1992/3) has argued it's important to study not only what teachers say, but also what they do, to identify their most deeply held beliefs. To respond to this call and to contribute a more rigorous methodology in the study of beliefs, the purpose of my study was two-fold: First, to identify what my participants knew and believed about reading

teaching, learning, and children by drawing both on what they *said* (in planning and reflective conversations) and what they *did* (their in-the moment decisions) when they taught. Second, my analysis took note of if and how what participants knew and believed manifested in their teaching. Specifically, the research questions that guided my data collection and analysis were:

1. What knowledge and/or beliefs do three preservice teachers hold about reading, reading instruction, and learning, as evidenced by their planning, reflecting, and in-the-moment teaching decisions?

2. In what ways do preservice teachers' knowledge and beliefs manifest across multiple teaching experiences?

To answer these questions, I used qualitative inductive and then deductive methods of analysis to examine audio recordings of planning and reflective conversations I held with three preservice teachers, as well as the video recordings that corresponded to the recordings of the lessons taught by those participants. Table 8 shows what data sources informed each of my research questions.

Table 8

Research Questions and Data Sources Used to Inform Questions

Questions	Data source(s) that informed this question
Research question one	Pre-conference transcripts (two per participant); post-conference transcripts (two per participant); video recordings of lessons (two per participant); participant Edthena codes (two sets of codes per participants)
Research question two	Video recordings of lesson enactments (two per participant)

My research questions are distinct, yet interrelated: The first question draws on participants' in-the-moment decisions with children to help establish what they knew and believed, while the second question draws on their in-the-moment decisions in order to provide insight to if/how they acted in ways that aligned or misaligned with what they *said* during planning and reflective conversations.

Because of this connection between my two research questions, in what follows, I will report my findings for both questions simultaneously. In each participant's section, I will do this by first describing what knowledge of reading instruction and learning each participant held (to reference later when examining if/how participants acted on that knowledge). Then, I will report what specific beliefs they held that represented (mis)understandings. I will supply evidence from what participants said as well as what they did to support my assertion that each (mis)understanding was present in the data. Then, once I have described each (mis)understanding and how it became clear in the data (via participants' words and actions), I will "zoom in" on relevant events from participants' in-the-moment teaching decisions with children to report if and how their most salient (mis)understandings manifested in their teaching.

As I will show, I found that participants acted with remarkable consistency in accord with the thinking they expressed during planning and reflective conversations. If they made statements in pre- and post-conference transcripts that provided an initial clue they held a particular (mis)understanding about something, I found that their actions during their lessons consistently aligned closely with their (mis)understanding. In every case, I found that participants' beliefs acted as a lens they saw their teaching options through, as well as their students. Each of these lenses was nuanced - no two participants' lenses were just the same - and the specific assumptions that undergirded each lens were often incompatible with the

understanding of reading, readers, teaching, and learning theory RP sought to help preservice teachers develop. To begin my reporting on the results of my analysis, I will share my findings related to my first participant: Maren.

Participant One: Maren

The results of my analysis indicated Maren held some knowledge about reading instruction that existed prior to her coming into our coaching sessions, and other pieces of knowledge that seemed to begin to develop as a result of our coaching conversations. I will refer to knowledge that seemed to develop as a result of coaching as Maren's *nascent* knowledge.

One area in which Maren demonstrated she held knowledge was in relation to the act of reflection: Maren understood that a professional disposition includes one in which teachers are willing to look back on their teaching and analyze how their teaching could be strengthened. Although Maren's statements during reflection with me often contained evidence of (mis)understandings, and she, at times, drew conclusions without evidence, she did exhibit the ability to leave comments on her videos in Edthena (via her "codes") that indicated she had listened to what students on the video had said and tried to make inferences about the extent to which they'd met her objective for them.

For example, during her first coaching cycle lesson (which focused on attending to visual cues to decode unfamiliar words), Maren made note in her codes of how the students at one point "went through [segmented] each letter [in an unfamiliar word] and made the corresponding sound[s]" (cycle 1, video codes) - something she had demonstrated and prompted them to do. Maren was also able to acknowledge places in her teaching where she needed to extend more wait time to students to give them an opportunity to apply what she was teaching, as evidenced by the following excerpt from her cycle one post-conference:

Sherridon: You asked the student a couple times to apply a strategy, and then you leaned in and had your finger there [on the text] and you did it for them.

Maren: Mm-hmm (affirmative). I have a habit of doing that.

Sherridon: Tell me about that.

Maren: [laughs] ...one of my things I'm working on is my wait time, and so I've gotten a lot better with it in whole group but in small group I'm still like, 'Come on, let's go.' So I think that's just something I need to practice is just being like, 'Okay, well now I want you to try it', and making sure I'm giving them a chance to actually try it.

Maren's comment above is a useful example of her ability to identify an opportunity for growth on her part. Additionally, Maren demonstrated knowledge that teachers use professional language when teaching. This is perhaps unsurprising, given that using precise and professional language was something I asked students to focus on during planning and reflective conversations. One specific instance when Maren attempted to critique her own language came during her first post-conference:

Maren: I was rewatching [the video] and I looked at my roommate and I said, 'Sherridon's going to say something to me because I didn't use professional language.'

Sherridon: ...Okay. What did you notice? Tell me what you saw.

Maren: The big thing I noticed, I did use *blend.* I was very proud of myself. I used *blend* instead of 'stringing our words together'. But for a picture walk, I said, 'Okay, let's flip through and look at the pictures'...instead of saying 'Let's take a picture walk through the book.'

Maren's observations about her language at these points in the lesson show an awareness of the degree to which she was or wasn't enacting the precise language she'd scripted for herself in her

rehearsal and planning time with me. Although the latter example she provided ("...let's flip through and look at the pictures") was less of a significant variation in planned language than the former (saying *blend* instead of "stringing our words together"), it is noteworthy that she was beginning to pay attention to if and how she was communicating with children using the language of a professional teacher instead of casual vernacular.

A third piece of knowledge Maren demonstrated, although inconsistently, was a basic recognition of the fact that teachers determine what they will teach in the future by attending to what children do in the present. For example, during her first post-conference, she stated:

> Maren: Um, and then at 4:55 [in the lesson video]...they struggled with [the same word as] on the other page...*let's*. So then I made another comment that 'this shows me the next thing we can work on is recognizing words we've already seen in a text...'

Maren's statement "the next thing we can work on is recognizing words we've already seen in a text" is illustrative of a (mis)understanding that children should remember words right away once they've seen them in a book; however, it also shows she was attempting to relate her next teaching decision to something she saw as a weakness on the part of her students. This is an important early beginning in basing plans on children's needs; however, as I will show, Maren had difficulty keeping tightly focused on what children did to guide her teaching.

Maren's (Mis)understandings

In addition to some areas of knowledge, I found evidence from Maren's transcripts and teaching videos to suggest she held three primary (mis)understandings. These (mis)understandings related to the following areas: (a) The goals of reading instruction, (b) the features of explicit teaching, and (c) the role of literacy assessments in planning instruction. Table 9 shows how these (mis)understandings appeared in the data (with the first two being two-

pronged in nature) as well as the core pillar(s) (Cunningham & Allington, 2016) the

(mis)understandings departed from.

In what follows, I describe the evidence that pointed to these (mis)understandings and the

degree to which they "showed up" in Maren's teaching enactments. Although the nature of this

research has required me to distill my findings into distinct "themes" (i.e., "three

(mis)understandings"), I will also show ways in which each of these three (mis)understandings

contain overlap and make sense in light of one another.

Table 9

Maren's (Mis)understandings

(Mis)understanding one: The goals of reading instruction		(Mis)understanding two: The features of explicit teaching		(Mis)understanding three: The role of assessment in planning
The purpose of reading and reading instruction is to find "the answer(s)"or perform a task	The goal of teaching reading is for children to perform what we are "teaching" them to do without assistance from the teacher	Assessment is teaching	Pre-empting difficulty is part of teaching	Teachers can plan reading instruction without using relevant assessment data to guide their decisions
Departs from: ● Meaning is central ● Skills are explicitly taught and coached		Departs from: ● Skills are explicitly taught and coached		Departs from: ● Meaning is central

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(Mis)understanding one: The goals of reading instruction. At first glance, Maren made statements and choices that appeared to reflect a fixation on what I termed "efficiency" during my initial data analysis. Upon deeper examination of her words and actions as a whole during coaching, I came to understand that while she was concerned with doing things in a way that "got the job done", her focus on efficiency was actually evidence of a deep (mis)understanding Maren held about the purpose of teaching children to read.

In this study, drawing on work by Cunningham and Allington's (2016), I consider the purpose of teaching children to read to be so that they can make meaning of texts (to achieve a variety of personal and social goals, including enjoyment). In RP, we taught Residents this key goal, in part, through studying one of Cunningham and Allington's (2016) eight pillars: "*Meaning is central and teachers emphasize higher-level thinking skills*".

This "meaning is central" pillar was a concept I revisited repeatedly in conversations with Maren, as I noticed her teaching decisions often seemed to lack purpose or a clear rationale that related to children. In contrast to teaching children to read to make meaning, I found evidence to suggest Maren (mis)understood the goal of reading instruction to be for her students to (a) find "the answer(s)"/perform a task, and/or (b) to perform what she was "teaching" them to do without assistance or instruction from her. It's worth noting, however, that this is perhaps unsurprising, given that reading to answer questions and perform tasks was a central focus of the standards Maren's CT had asked her to teach repeatedly (a factor I deal with in detail in chapter five). In what follows, I unpack each of these (mis)understandings, and the role Maren's internship context played in reifying them.

The purpose of reading and reading instruction is to find "the answer(s)" or perform a task. One of the clearest themes in Maren's data was that she conceptualized the goal of reading

instruction as a mission in which children needed to find "the answer(s)" to questions about a text, or, to perform some sort of task. This finding was evident in both Maren's words and actions, and it held steady across data from both of her coaching cycles.

One of the most striking pieces of evidence to show how Maren had difficulty conceptualizing reading as an experience in meaning-making came during a set of exchanges that occurred at her cycle two post-conference. To provide some context: Maren had taught a lesson focused on a third-grade standard that required children to refer explicitly to a text to help them answer questions related to what they'd read. Although "answering questions" had been part of the focus of the objective, in our reflective conversation, I was concerned by how narrowly Maren focused on whether and how her students had answered questions during her lesson as opposed to if they had demonstrated other reader behaviors, like engaging in meaningful dialogue about concepts from the text, and/or using key vocabulary they came across in the article.

During our post-conference conversation, I wanted to help Maren codify "answer questions" as a literate behavior readers do not just for the sake of answering questions, but for particular purposes (when they have an authentic reason to). Along with this, I wanted to guide her to see that readers are more likely to refer back to a text to answer questions if they are reading an interesting and meaningful text for an interesting and meaningful *reason.* However, my question to prompt her to consider the roles interest and meaning play in motivating a reader to refer back to a text was wordy and unclear at a time when I should have been more direct about the point I was trying to make:

Sherridon: ...let's stay a little bit longer with this idea of, um, of meaning. So in your mind, what are some things or elements that would need to be present to push a reader to

want to check back in the text or to think they need to refer back to a text?

Maren: Um, based off of my experience, reminders to do so, 'cause our kids, my kids in particular have that, 'Oh, I can answer the question, I remember it from the text, but I don't remember exactly what it said, but I'm just gonna answer it 'cause I know it.'

Although my question was not well phrased, it opened a window into Maren's thinking about why readers might be pushed to revisit a text. In my analysis, I noted that, for her, the idea of interest or meaning playing a role in how a reader interacts with a text was not in her purview at the start of this conversation. Instead, she believed that the readers she worked with wouldn't be motivated to look back in the text unless she reminded them to. For her, the students did not necessarily have their own purposes for reading. Instead, she believed they would behave in accordance with what they were told, by her, to do. The second part to her response is somewhat confusing: Her choice of words seems to indicate her students were able to answer questions about what they read (which was her goal for them), but she viewed how her students currently answered questions as unfortunate ("my kids in particular have that, 'Oh, I can answer the question'") because they answered questions without remembering "exactly" how a text said something.

This is a misguided goal for children - to remember exactly how a text phrased something - but it is also something Maren had a focus on during her second coaching cycle because her CT had asked her to teach a standard about asking and answering questions by drawing on the text. Nevertheless, Maren's comments during a subsequent part of this same conversation made it apparent that Maren did not yet hold a robust understanding of reading as something one does for a variety of reasons based on purposes or motivations that are meaningful to them. For example, after Maren told me (above) that "reminders to do so" might be one reason a reader would decide

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to look back in a text, I prompted her to expand her view of why readers read and the following exchange took place:

> Sherridon: Okay. What about in the context of not trying to answer someone's specific questions, 'cause you probably rarely are reading, if you're pleasure reading,--
>
> Maren: Yeah.
>
> Sherridon: --to answer questions.
>
> Maren: Maybe to go back and remind myself of an event, like if I'm reading down the line, I'm like, 'Oh wait, I forgot what caused that,' going back...
>
> Sherridon: So it could be a search for information?
>
> Maren: Yeah.
>
> Sherridon: Okay.
>
> Maren: I don't know, I don't really think about that, all that often. That's a tricky question…

In the above exchange, I pushed Maren to consider why readers might reread something if not to answer someone else's questions (in other words, to be quizzed about what they'd read). She demonstrated a clear understanding in her reply of one purpose readers read - or reread text, specifically - which was as a metacognitive strategy to support their comprehension if they lose their way or forget what they've already read.

Interestingly, Maren's ideas about why a reader might reread concluded there in this particular conversation. After offering rereading to support comprehension when she's lost her way as one reason she might reread something, Maren stated, "I don't know, I don't really think about that all that often. That's a tricky question." In this exchange, Maren acknowledged that

the "why" of rereading was not something she thought about often, and that she even found the question of why readers might choose to revisit something they'd previously read to be "tricky".

This lead us to a conversation about giving attention to how readers read to make meaning, and not just to answer questions--a discussion that provided additional evidence to suggest Maren did not yet have a personal conception of what it means to read for meaning:

> Sherridon: ...one thing that might be helpful to consider is if you...in your teaching...kind of reframe your goal from thinking in terms of kids getting at an answer to kids making meaning.
>
> Maren: So what exactly does that mean?
>
> Sherridon: Yeah. So….I want you to tell me what your ideas are off-hand about the difference in instruction that focuses on an answer, versus focusing on kids making meaning.
>
> Maren: Well, an answer would just be like, 'I'm gonna go look back in the text and explicitly find the answer'.
>
> Sherridon: Which is what your goal was in this [lesson].
>
> Maren: Yes.

In this exchange, Maren communicated that she did not know what it meant for a reader to read to make meaning ("So what exactly does that mean?"). This provides significant insight into her own life as a reader: If she, herself, did not have a concept of what it meant to read for meaning, it would be impossible for her to approach reading instruction in a way that assisted children with meaning-making. However, reading for the purpose of answering questions or completing tasks was something concrete she could conceptualize. It was also something she would have

been asked to do often as a K-12 student herself (given the high-stakes testing era she grew up in), and it was ultimately where her attention went most often when she taught.

Another time when Maren's focus on answering questions presented itself came during her first post-conference: Maren and I were reflecting on how she'd taught a small group lesson focused on how to attend more carefully to visual information in unfamiliar words. At one point in our conversation, I guided her through how she could model and demonstrate attending to visual information when children miscued, instead of only asking them questions. During that part of the conversation, the following exchange occurred:

> Sherridon:...if the word was *run* and I [the hypothetical child] said *rug*, what might you say to me to coach me to use the visual information?
>
> Maren: Well, I, I would say 'Let's look at the word. Let's double check our sound. So we know R makes /r/, /u/, /g/. Does that look like a G?' And then, ideally, the answer would be, 'no'. And I'd say, so, 'What letter does it look like?' And then hopefully [their answer will be] 'An N'. Okay, what sound does an N make?'

In the above example, Maren's choice of the word 'answer' ("And then, ideally, the answer would be 'no') is demonstrative of a larger trend wherein she anticipated and planned what questions she would ask children during her lesson, and thought about what might constitute "right answers", in contrast to conceptualizing her teaching language in terms of addressing the complex reading skill children would be attempting (namely, here, to decode a new word), and what she would subsequently do to model and/or coach children through that complexity.

I found consistent evidence that Maren frequently thought about teaching in terms of rote tasks and/or "seeking answers", which resulted in inadvertently speaking about literate behaviors in simplistic terms. For example, during her first coaching cycle pre-conference, Maren

explained to me how she usually taught guided reading small groups to emergent readers in a way that demonstrated how she conceptualized teaching as a series of rote tasks that, in her words, were "simple and sweet":

> Maren: Typically what I'll do is I'll introduce the phrase [in the book that repeats] and we'll go through and say it together and then we'll do a picture walk of the book and we'll - on day one - and talk about what they think...the book [will be] about. And then it's like simple and sweet and that's what we do.

In this example, Maren stated three things that usually took place in her lessons: 1) Introduction/recitation of a repetitive phrase, 2) a picture walk, 3) discussion of what the book might be about. Maren's statement "And then it's like simple and sweet and that's what we do" shows how she thought about her teaching in terms of isolated tasks that would be done, but her talk was absent of meaningful goals she had for her students as readers and learners.

Interestingly, Maren's description above of how her guided reading lessons usually went aligns closely with the actual teaching she enacted. Here I noted a paradox in her data: For Maren's first pre-conference, we generated and rehearsed instructional language Maren could draw on to model how readers preview books and read for meaning. This language we practiced featured Maren making direct statements via think alouds and demonstrating what she was asking children to do. During this meeting, as well as her second pre-conference, Maren showed a strong ability to reproduce the kind of language I suggested she implement, as well as an openness to asking questions if/when she found herself getting stuck. And yet, in her actual enactment of the lesson, she did not implement the instructional language we'd practiced together and, instead, directed children's focus to completing rote tasks and/or answering her

questions without doing the sort of modeling and coaching of the reading objective we'd rehearsed.

My analysis also identified answers and tasks as a central focus of Maren's instruction through the kinds of questions she asked me, as well as what she found important to make note of when she coded her lesson videos. For example, she asked questions and made statements like:

- "So how would you, lead them to look elsewhere in the text, without giving them the answer...I just didn't know the questioning to get them there [to the answer]" (Pre-conference two)

- "In my lesson I anticipated [students' possible actions], allowing me to create questions that I used to guide them in the [sic] answering the question." (Video two code)

- "Both [Child M] and [Child L] went right back into the text to find the answer" (Video two code)

- "I noticed that the students were jumping right in to answer the question, so I reminded them that our learning target is referring explicitly to text for the answer" (Video two code)

Maren's comments above, at times, indicate attention to having children do certain things, but not necessarily for authentic reader purposes. For example, the final bullet point shows one of her second video Edthena codes where she stated she required students to go back and check the text before answering questions, regardless of whether or not they needed to. This teaching decision did not show a recognition that children may not *need* to go back to the text for answers or information. In such cases, asking them to may actually hinder their comprehension as opposed to enhancing it. It further reinforces the feeling that the students and the teacher are

reading for a "school task" (namely, to answer questions) as opposed to reading for a meaningful purpose or to answer interesting and real questions the students themselves generated as they read (which the standard Maren taught did not give attention to, either).

Maren's focus on answers and tasks also came through in the form of what *wasn't* present in her data: Authentic conversations about books with kids. Instead, when Maren taught her lessons, she relied on procedural types of language that orchestrated the completion of various tasks. On recordings of her lessons, she said things like "So now, let's [task]..." (video one), and "Let's do [task]..." (video one). At one point during her second pre-conference, she described a lesson she'd taught in the time since we'd last met in the following way:

> Maren: And then we like, went through and talked about the unknown words that we weren't familiar with, and I wrote it on mine, they wrote it on theirs, and I also had a little whiteboard next to me. So what I'm thinking is, for next week, when we pick up, we'll revisit our words that we didn't know before, we'll reread it together, and we'll go over our answer [to the question] 'What are meteorologists?', and we also answered [the question], 'What is a blizzard?'. And then, I'm thinking, we'll do these [*shows a worksheet with questions to Sherridon*]

Here, Maren's focus on answers again appeared ("we'll go over our answer", "we also answered...") and her language choice that she planned to "do these" (questions from a worksheet) fit into the overall larger picture of Maren's emphasis on questions and answers, as well as tasks and completing them. An additional instance when this was evident came when we were forming her hypothesis for her second coaching cycle lesson, during her pre-conference. By way of reminder, the hypothesis was an "if/then" statement that focused on potential outcomes for students (the "then" part of the statement) if the preservice teacher enacted a specific literacy

practice (the "if" part of the statement). For her second coaching cycle lesson, Maren wanted to focus the "if" part of her hypothesis on the practice of anticipating potential student misconceptions when she planned. As we thought aloud about how to phrase the hypothesis, the following conversation unfolded:

> Sherridon: …I think you could say something like, 'If I do intentional anticipating in my lesson plan...then my students', how do you think that's going to impact your students?
>
> Maren: My students will have clearer instruction.
>
> Sherridon: Will have clear instruction. I think that's true. Then - let's put in something about their response - what do you think they will do or how will this benefit them then? They're going to have clear instruction and...
>
> Maren: Clear instruction and be effective, be able to effectively answer the questions.

Again, it's interesting to note from the above exchange that Maren had difficulty moving towards talking about her goals for children in terms of making meaning when they read and, instead, maintained a focus on what, for her, was the ultimate goal: "[they'll] be able to effectively answer the questions". Although asking and answering questions is something readers do, it is not an end unto itself; it is one skill among many that effective readers implement as they read to understand and make sense of texts. However, based on the totality of Maren's statements and questions I analyzed, it became clear that she was narrowly focused on children answering questions in response to what they read as an ultimate outcome and not as one method of assisting them with meaning-making.

Maren's confusion that the goal of reading instruction is for children to perform tasks or answer questions had one nuance to it, and that was: She also believed children should do these things on their own, without assistance from the teacher. I describe this (mis)understanding next.

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***The goal of teaching is for children to perform what we are "teaching" them to do
without instruction from the teacher.*** A second way Maren demonstrated she
(mis)understood the goals of reading instruction was in that she consistently demonstrated an
expectation of children that they do something without any teaching from her. This expectation
was evident across the data in both the way she planned and reflected and in her actual teaching
actions.

During my analysis of Maren's data, the first indication she prioritized children being
able to do something without assistance from a teacher came during a conversation in her first
pre-conference transcript when we were attempting to create her hypothesis for her lesson.
Maren and I had planned and rehearsed how to teach her small group of emergent readers to use
visual cues to decode unfamiliar words when the following exchange took place as she thought
aloud about how to state her hypothesis (which, again, was a statement related to a teacher
pedagogy she would undertake to implement and refine):

> Maren: So...I could do something along the lines like, 'if I intentionally', I don't want to
>
> say 'scaffold', but, 'if I intentionally provide', something along the lines of I'm
>
> intentionally providing them the steps that they have to take in order to decode the
>
> unfamiliar words. So I'm feeling like something about intentionally providing explicit
>
> instruction or strategies. I like, I think I like the word 'strategies' more than 'instruction'.
>
> 'If I intentionally provide explicit strategies to decode unfamiliar words, then [*pause*] 'the
>
> students will be able to', something about applying that in context or in a book.
>
> Sherridon: So, 'if I intentionally provide explicit strategy instruction'-
>
> Maren: -I don't think I like the word 'instruction'. I think I like just 'explicit strategies',

because eventually the goal is they won't need instruction to do it, it'll become a natural thing.

In my analysis, I took note of Maren's particular selection of certain words over others: She directly stated she did not want to describe her actions in her upcoming lesson as being "scaffolding" ("I don't want to say 'scaffold'"), and twice expressed dislike for the word "instruction" ("I think I like the word 'strategies' more than 'instruction'"; "I don't think I like the word 'instruction'"). Her reasoning for not phrasing her hypothesis in terms of "instruction" was, in her own words, because "eventually the goal is they won't need instruction to do it, it'll become a natural thing".

Although it is true that over time a teacher's goal is to become increasingly less necessary as a child becomes more and more proficient related to a given skill, Maren got ahead of herself and wanted to remove the concept of instruction from her lesson before having actually taught children to do the thing she planned to "teach" them to do. Put differently: Although increased independence and proficiency for children is a long-term goal of teaching, Maren (mis)understood that to be the immediate goal of her lessons.

One interesting aspect of Maren's rationale for avoiding the word "instruction" is what she opted to use in its place: Instead of focusing on how providing "explicit strategy instruction" would influence her students' learning, she wanted to focus on providing "explicit strategies". As I analyzed Maren's words, I wondered to myself how, in her mind, these two statements were fundamentally different.

I believe the answer lies in her choice of words just prior to stating she didn't like the word instruction, when she stated she could focus on "something along the lines of I'm intentionally providing them the steps that they have to take in order to decode the unfamiliar

words". It seems that in Maren's mind, rather than her role as reading teacher being to demonstrate for, or guide, her emerging readers, her job was to "provide" them with "steps to take" to read new words. Those steps to take were the "explicit strategies" she would provide. Once she provided those to the children, she thought it should become "a natural thing" for them to implement as they read. Here, Maren seemed to oversimplify what children were being asked to do (use visual information to decode unfamiliar words) because she conceptualized her lesson objective as a set of "steps to take" and overlooked how learning develops across time, in tangent with instruction from a teacher. In response to Maren's confusion, I reminded her that children can't adopt increasingly sophisticated reading behaviors if they don't first receive quality instruction from a teacher to see what those behaviors look and sound like.

Nevertheless, this (mis)understanding showed up in how she taught this first coaching cycle lesson. During Maren's rehearsal for the lesson, I modeled a variety of language and instructional moves to show her how she could demonstrate ways to attend to visual cues for her kindergarten students. However, when she taught the lesson, although the basic structure of the lesson was present, much of our rehearsed language was missing from her teaching.

For example, we had practiced and scripted direct statements to start off her model, like, "I'm going to look at the sounds I see on the page because I know that each letter makes a sound. I'm going to say the sounds these letters stand for"; however, in the moment, Maren started her model with a question, asking children, "Do you know this word? Let's sound it out. Let's use our strategy that we just learned", and did not model or demonstrate anything. Additionally, we'd practiced supportive coaching responses she could implement when children miscued on a word, such as, "What letter would I expect to see here if this word was [child's error]?" I did not

find the presence of any prompts like this in Maren's teaching, and, instead, she over-relied on statements like "So now, let's do [read] this one" and "Sound it out".

As is to be expected, given the nature of professional growth and the time and practice it requires, Maren's first lesson was a mixed bag between her (mis)understanding that children primarily needed to answer her questions and complete tasks and what she had rehearsed during her pre-conference. Importantly, Maren did attempt to implement some of the language I'd demonstrated for how to open the lesson: At the start of the lesson video, around the 00:25 mark, she demonstrated for children how she would successively segment and then blend sounds to read the word *pop*. However, when her demonstration of that one example was complete (at the 00:51 mark), Maren transitioned to asking the children questions (she said, "So now let's try this one. So what's my first sound I see?") as opposed to modeling another word like we'd planned.

In general, Maren was successful at maintaining the overall structure of the lesson we designed, but not at preserving and implementing the language of the lesson that comprised *teaching*. The prompt "sound it out" became her go-to phrase and can be heard repeatedly on the video recording. I believe this makes sense in light of Maren's view that she was "providing" children with "steps to take" in order to read unfamiliar words: Once she felt she'd done that (by modeling one word), she withdrew from enacting any behaviors that would have qualified as instruction because, in her mind, the ultimate goal was for children to begin to do what she told them to do naturally without instruction.

From this cycle one event, examined through Maren's pre-conference and video data, we can see Maren was *aware* (held knowledge) of instructional language and moves she could leverage to coach children at points of difficulty. However, in the end, she did not leverage that knowledge and instead fell back on her (mis)understanding that what needed to happen in this

lesson was for children to do what she said she was "teaching" them to do, but without her teaching them to do it.

As I engaged with the idea that Maren seemed to think a goal of teaching was for children to do things without receiving instruction, I began to give attention to what she said in transcripts that could confirm or refute my theory. As I sought this confirming or disconfirming evidence, another statement made by Maren during her second pre-conference caught my attention. At that meeting, she began our time together with a brief overview of what she'd taught the children in the time since we'd met for her last coaching cycle. I noticed another interesting choice of words on Maren's part when she described a lesson she'd taught earlier that day:

> Maren: Today it was very teacher-centered...I modeled for them and then they did it, like, after I did it and then we did it together. I think next week, reviewing that same, like, format, I think is good, but I would like to see them maybe work together to answer the last two [questions] and have a discussion about it.

I made note of Maren's use of the phrase "teacher-centered" to describe her action of modeling and working with her students. In the county where Maren interned, "teacher-centered" was a phrase that carried with it negative connotations. Principals and other district officials often spoke about developing "student-centered" practices and classrooms. Unfortunately, the concept of "student-centered" was often translated in overly-simplistic and misguided ways that conveyed the idea that less teacher involvement and more of students "doing" during instructional moments was an inherent good.

This idea likely fed into Maren's (mis)understanding: It's interesting to note in her comment above that children's readiness to work more independently didn't feature in her

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comments or rationales for what she'd like to do the following week. Although she stated she would keep the same format (of her "modeling" and then the students doing the skill with her), in the change she suggested for her next lesson, she removed her involvement from the picture and said she would have children work without her ("...I would like to see them maybe work together to answer the last two [questions] and have a discussion about it"). I noticed across the totality of Maren's statements and questions that she consistently exhibited a focus on children moving towards working without her. This emphasis showed during her first post-conference when, in an attempt to explain how she would (incorrectly) defined the pillar *classrooms have balanced, comprehensive instruction,* Maren told me:

> Maren:...part of having balanced instruction is having the students learn as well. It's not just me sitting there talking to them all the time. They're supposed to be hands-on doing it.

I noted how Maren positioned her role as the teacher in the above comment: "It's not just me sitting there talking to them all the time". While it is true that teachers have a range of pedagogies available to them to implement, and those pedagogies fall along a continuum in relation to the level of support they provide students with, Maren's statements during planning and her actions during lessons showed an emphasis on moving quickly past "talking to [students] all the time", as she viewed it in her head, and towards children "hands on doing" things, even if they had not yet received sufficient instruction in the target behaviors they were asked to implement.

Expecting children to demonstrate literate behaviors without instruction manifested in how Maren taught her second lesson, just as it did in her first lesson. During her teaching of her lesson for coaching cycle two, Maren can be seen on camera sitting behind a U-shaped guided

reading table, with three students (pseudonyms Child J, Child L, and Child M) seated opposite

her. My data analysis notes of her language and moves during this lesson show that although the

three children were asked to demonstrate literate behaviors (i.e., reread a passage to find

information, decode multisyllabic words), Maren did not engage in modeling or demonstration of

those literate behaviors, as Table 10 shows.

These data samples and notes reflect Maren's pattern of seeking to have children do what

she said she'd be "teaching" them to do without engaging in actual instruction of the target

literate behavior. This pattern I've described here bears a strong connection to my second major

finding in Maren's data, which is that she (mis)understood what constituted *modeling* and

guiding.

(Mis)understanding two: The features of explicit teaching. The results of my analysis

also showed Maren (mis)understood what it means to model and guide (or *coach*), which, along

with Cunningham and Allington (2016), I considered in my study to be two key features of

explicit teaching. This (mis)understanding had two parts to it: First, I noted a pattern wherein

Maren would do something that constituted assessment of a child, but mistook it for a teaching

action. Second, Maren, at times, confused doing things *for* children (pre-empting difficulty) as

being part of teaching. Because of these (mis)understandings, Maren's in-the-moment decisions

during lessons tended to fall into one of two extremes: She would either sit back and act as an

observer of children, asking questions from time to time, or, she would lean in and do the task at

hand for them.

I believe Maren's teaching was frequently absent of modeling and guiding, at least in

part, because of the first (mis)understanding she held about the goal of reading instruction, as

Table 10

Description of Maren's Second Lesson Statements/Moves

Video segment	Verbal/nonverbal content	Observations/interpretations
3:58-4:15	Opens with: "We'll know we have [today's objective] when 'We can accurately answer questions based on the text and provide evidence to support our answer'. So we're gonna do just that today, ok? We're gonna reread our story again, we're gonna go back through and look at our questions and see what they're asking and then we're gonna find our answers from the text."	Maren describes what the students will do, but does not open with any teaching.
11:15; 11:33; 13:29; 15:36	Maren asks many questions. Examples: • "What is our next question [on the worksheet]?" • "Why?" • "Answer our question down here."	Maren provides directives (things she wants the children to do) and the children comply, or, she asks questions. She does not engage in modeling or demonstration behaviors at any point.
13:38; 19:50; 21:17; 21:58	Maren frequently issues behavioral redirections: • "Your business is in front of you" [taps paper of a child who is looking around the classroom] • "You need to sit up and put your best effort in, because I know you're very capable" • "Sit up! This one's been like a hot mess"	These statements combine with Maren's questions/directives to form an experience wherein children are performing something but not being taught anything.

described in the last section - namely, that teaching reading is about answering questions or completing tasks, and, that children should be able to do what we are "teaching" them to do without assistance from a teacher. In this section, I describe the two ways this (mis)understanding manifested in Maren's talk and in-the-moment decisions with children.

Assessment is explicit teaching. In literacy content coaching, one message I consistently attempted to convey to Residents was that the goal of modeling and guiding in reading instruction is for the teacher - a child's *knowledgeable other* (Vygotsky, 1978) (or more capable other) - to help children develop literate behaviors across time through repeated exposure to those behaviors via modeling and plenty of opportunities to practice them with support (Cunningham & Allington, 2016). For that to occur, teachers must engage in thoughtful and direct demonstration of what readers do and make their thinking available to children (Johnston, 2004) through purposeful think-alouds and actions.

Notably, as Maren's coaching cycles progressed, Maren gradually began to adopt the language of explicit teaching by taking up words like "prompt" and "guide" to describe her actions in her second cycle video codes. This was an important shift, since one has to have awareness of pedagogies before they can implement them. However, I found Maren "used but confused" (Bear et al., 1996) these words, and this prevented her from making the kind of supportive in-the-moment decisions her students needed to acquire the literate behaviors we targeted when we planned her lessons.

This (mis)understanding first appeared in Maren's data in the transcript of our first coaching cycle pre-conference, when we were planning a lesson for Maren's guided reading time. At the beginning of that planning conversation, Maren explained to me that the third grade students she'd been working with needed practice with identifying the sound of short A and short

O, based on their iReady data (iReady was a game-based digital reading assessment and instruction program her students were required to do each day). The conversation that lead up to the excerpt below made it evident Maren and her CT were giving a good deal of instructional attention to *constrained skills* (doing rote phonics work) rather than a balance of constrained and *unconstrained skills* (Paris, 2005). In the following excerpt, I prompt Maren to think about how she could structure her guided reading each week to encompass a broader range of literacy behaviors her third grade students needed to acquire so their instruction each week would not be limited to letter/sound teaching; Maren's response shows how she confused assessment actions for teaching actions:

> Sherridon: Okay. So since they're in third grade, I'm thinking of the idea of our pillar of balanced instruction, we definitely don't want to have a small group with them that's just on a foundational [sic] skill. So we want to think about how we can contextualize that so that they're getting the same kind of rich instruction that their peers are.
>
> Maren: I have, I didn't bring them with me. I have, like, a workbook that has a beginning, like, emergent readers. And they have, it's like, 'The man had a cat, the cat had a hat', and it's like that. And then 'the cat', the word *cat* has the picture as well as the word cat. So what I was thinking of doing was giving them words and then see if they can read it. Kind of do, go from there. And then have them, like, say the words to each other and then introduce the emergent reader. So kind of having, like, a guided reading group.

In this excerpt, Maren lists four things she wanted to do when she "taught" her next "lesson": (1) Give students a set of words, (2) see if the students could read the words, (3) have the students say words to each other, and (4) give the students an emergent reader to read. Although Maren viewed this series of events (tasks) as comprising a *guided* reading group, there is no place in the

above description of events where any teaching would occur. Instead, children were going to be asked to demonstrate their current independent ability related to a set of tasks - which constitutes assessment.

A similar instance occurred in Maren's data during her second coaching cycle, when she caught me up at the start of our pre-conference conversation on what she'd taught her students that week (to provide me with some context for the lesson we were about to plan) (Note: In the excerpt below, Maren makes reference to a "fluency folder"; this was a folder with familiar reads that Maren had children read to her at the start of her lessons to assess and track their fluency):

> Maren: And so what I started today with them was, we did this *[shows Sherridon a reproducible decodable reader]* and it's not a book, but it was really good for teaching them, getting them to have that practice of the skill. So what we did was I treated it as a cold read first, and I had them go through and they just circled words that were unknown to them. And as they were doing that, we did a fluency folder. So I have a fluency folder for each one and so as they were, I went one minute, and they read as much as they could, practicing appropriate expression and stopping at punctuation and things like that.

In the above quote, Maren showed knowledge of professional concepts and language like "cold read", appropriate expression, and fluency checks. Further, from her comments during this part of our pre-conference, it was clear she was in the regular habit of assessing the progression of her students' fluency. This is an important teacher behavior, in order to track students' strengths and needs. What I found to be of relevance in her statement above in relation to my investigation of not only her knowledge but also her confusion was that she listed two things she had asked children to do when she had "taught" them that day: (1) Circle unknown words in a text, and (2) read to her for one minute while attempting to demonstrate appropriate fluent reading behaviors.

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These represent independent work (circling words) and an assessment action (the fluency folder), rather than any kind of modeling or coaching.

Additionally, in the quote above, Maren made two references to children "practicing" ("...it was really good for teaching them, getting them to have that practice of the skill"; "...they read as much as they could, practicing appropriate expression and stopping at punctuation"). Taken in context, this suggests Maren viewed independent work and assessment actions as "practice" and a form of instruction. She did not yet recognize that for children to practice a literate behavior, they must first know how that literate behavior looks and sounds through a teacher's modeling and coaching in order to intentionally apply what they were taught.

Maren's confusion that assessment actions were teaching actions also manifested in her data through her tendency to devolve to questions when planning or implementing instruction. For example, toward the end of her pre-conference for her first cycle, we rehearsed what she could do if one student in particular (Child M) came to an unknown word and did not make any attempt at the word. In the excerpt below, I was role playing the part of Child M, responding to the scaffolding question, "What sound does D make?":

[*Maren asks what sound D makes*]

Sherridon: So she might say, '/d/'...[and then sit silently]

Maren: Okay. [*Pause]* So…

[*both laugh*]

Sherridon: So this is very realistic, what they might do.

Maren: Okay. So then I could go to [Child O] and say, "Do you agree with her?"

Sherridon: Why though? [Child M] is practicing. Think continuity...

This exchange is an example of Maren's tendency to resort to questioning children instead of staying in an explicit, direct teaching or coaching posture. There would be no instructional utility for Child M if Maren asked Child O, "Do you agree with her?", but Maren found it difficult to stay in an explicit teaching mode and supply children with direct forms of modeling or guiding. Maren demonstrated a similar focus on assessing children during her second pre-conference when she posed the following question for me:

> Maren: One thing I do have a question about though, is today, we choral read it [a text], and that worked fine, but this [text] is a little bit above their, it's definitely good that it's in guided because there's some language in there that they had some trouble with. So my question would be, what is the best format for them to read so I can get a better gauge on how they're reading?

This excerpt offers particularly useful insight into Maren's (mis)understanding. She began by conveying information she'd gained about her students through listening to them read, and demonstrated she understood that texts that offer a slight challenge for children are useful for instruction in teaching formats like guided reading ("this [next text] is a little bit above their, it's definitely good that it's in guided because there's some language in there that they had some trouble with.").

However, the question she asked me next was an assessment question (as opposed to a question focused on how she could model and coach the children through the difficult language of the text): "What is the best format for them to read so I can get a better gauge on how they're reading?". This question, although misguided, fits within how Maren consistently viewed her actions as a teacher through a lens of assessment: When she sat down to "teach" children, what

she was actually trying to do continually was to assess them; however, in her mind, her actions constituted "lessons", and what she "did" with the children, to her, felt like teaching.

As with Maren's first (mis)understanding, this (mis)understanding manifested in her in-the-moment decisions with children in the way so much of her actions during lessons comprised assessment moves rather than teaching moves. During her first lesson, what was most notable in my analysis was what was missing from the lesson: Modeling and demonstration of the objective, and/or scaffolding prompts to support children as they attempted to enact what she asked them to do. To provide the reader with an idea of how this looked in practice, Table 11 breaks down the main parts of this first coaching cycle lesson, which lasted six minutes and 54 seconds.

Table 11 shows how Maren had children "do things" during the lesson (read words, read the book title, choral read the book, read independently, answer questions), but no actual teaching occurred. In her post-conference, as she reflected on her lesson, Maren made note of moments in the lesson when one of the children, Child E, had difficulty reading certain words. She referred to those moments as Child E "struggling", and at one point stated:

Maren: I think [Child O] has had more practice [than Child E] reading in general. And so

I think it may have been a little easier for her to decode the word, but I don't know.

I noted in my analysis that Maren did not make a connection in that moment to her actions in the lesson, and how she could have adjusted her responses (which had been to say "sound it out", or, read the word for Child E) in ways that would have constituted modeling and/or guiding instead of doing nothing or doing everything for Child E.

Unfortunately, this moment in Maren's first post-conference represents a missed opportunity on my part as a coach: My line of questioning and comments in the transcript shows

Table 11

Major Movements in Maren's First Lesson

Video segment	Verbal exchanges	My observations/interpretations
0:00-0:50	Maren appropriately models how to decode one unfamiliar word using visual information	Maren starts off by implementing what we'd rehearsed in her pre-conference
0:50- 1:46	Maren lays words in front of children and asks them to read them	Maren has now begun to assess children
1:47-3:10	Maren asks children to read book title Maren asks children to do a picture walk Maren asks children what they think the book might be about	Consistent with her transcript evidence, Maren clearly holds knowledge picture walks are part of guided reading with emergent texts, however, she does not yet use this time to make any instructional points; children are doing everything without input from her
3:11-5:36	Maren asks children to reread book title Maren has the children choral read pages from the book Maren instructs children to "sound it out" and "use their strategy" when they hesitate on words Maren immediately tells children two words when they hesitate to read them	Maren appears to be attempting to act on prior conversations about "explicit teaching" by providing children with prompts, but her chosen prompts are more "directives" (i.e., "Sound it out") than scaffolding; she does not provide the children with further modeling to guide their efforts
5:37-6:24	Maren has each child take a turn reading a page aloud independently; twice, Maren tells a child an unknown word	Maren asks children to "sound it out" but at other times tells them unknown words immediately, without any in between actions

I was focused on helping Maren identify ways she'd done things *for* children during this lesson (rather than scaffolding/guiding them), which was something Maren herself identified. However, Maren attributed doing things *for* children as an inability on her part to exercise effective wait time; while this was definitely an accurate observation on her part, after having completed this analysis I can now see it also was a symptom of the deeper fact that Maren did not have a category in her mind for "demonstration" or "guiding" or "scaffolding". Hence, when children exhibited hesitancy or difficulty, her toolbox did not contain tools for enacting actual teaching for children; instead, she tended to do whatever got them to the right "answer" (as discussed previously).

Maren's (mis)understanding that assessment actions constituted teaching also manifested during her second coaching cycle: For that lesson, I noted that Maren enacted the same basic structure in her teaching as the "lesson" she'd described to me that she'd "taught" on the day of her second cycle pre-conference: (1) In the beginning, the students were asked to read to Maren from their fluency folders, (2) the students were asked to read a black and white reproducible worksheet text (on the topic of snow), (3) students were asked to read questions and underline with a crayon where in the text the answer to each question could be found, and finally (4) the students were asked to write down their answers to each question on the reproducible worksheet that Maren's CT had her use for instruction.

Consistent with how Maren had verbally described what, to her, constituted instruction during our planning conversation, Maren's "teaching" in this lesson consisted of her asking students to do tasks on their own. When students had difficulty with the tasks, Maren, just as before during her first coaching cycle lesson, often did them for them. A deeper examination of Maren's words and actions ultimately showed Maren seemed to think pre-empting difficulty by

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helping children avoid frustration (i.e., reducing the complexity of a text, doing something *for* a child) was part of modeling and guiding. It's to this second aspect of Maren's (mis)understanding about explicit teaching I turn my attention to next.

   Pre-empting difficulty is part of teaching. As I established in the section prior, Maren's attempts to enact explicit teaching across the two coaching cycles I analyzed consistently came off as assessment moves (i.e., asking questions, asking kids to complete tasks independently/without her help). However, in contrast to that type of behavior, Maren would, at times, do *too much* for children, and this pointed to a second (mis)understanding she held about explicit teaching: That helping children avoid difficulty is part of teaching.

   As I stated previously, in her interactions with students during lessons, Maren tended to either stay back completely and/or assess children (i.e., observe the child, offer directives like "sound it out", ask questions), or, do things for them, precluding them from opportunities to implement strategies and develop agency as readers. Maren seemed to be at one extreme - wanting children to work without her ("assessment is teaching") - or another extreme: Doing things FOR children, or reducing the difficulty of a task, to avoid frustration or challenges.

   This kind of thinking was apparent in Maren's data in both the way she spoke and how she taught. For example, it was evident via the rationale she provided for a suggestion she made during her first pre-conference as we were planning what she'd have her students read for the lesson:

   Maren: So I would say, I mean just going to page four, I feel like it'd be a good start.

   Sherridon: Why?

   Maren: Well, knowing these students, they get frustrated very easily. So I feel like three pages is a good place to stop and it's a short amount of time. They have a hard time

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focusing, so it's a short amount of time and they're able to get through half the book and to make the pictures that are there to help them with the cue.

Sherridon: Okay. But let's think beyond assuming that they're going to get frustrated because if you provide the right level of support for them, they might not get frustrated because that's kind of setting a low bar, assuming they're going to get frustrated.

In this example, Maren's desire to avoid frustration due to potential difficulty distracted her from making pedagogical decisions that (a) took into account her potential influence in students' success, or (b) related to what her students needed. Certainly, a teacher has the option of not completing an entire book in one guided reading session.

However, the object of guided reading is to place students in a text that's just difficult enough it will require some level of teacher involvement to navigate, to create opportunities for a teacher to model and guide and then allow the child to practice the literate behavior at hand for that day. Maren (mis)understood that reducing the amount of what she asked the children to read would preclude them from reaching frustration, when in reality, both the text selection and type of teacher support offered as the child read would be key in helping them practice and learn without reaching a point of frustration.

I again saw Maren's confusion that part of teaching is avoiding or reducing difficulty for children through one of the codes she left on her second coaching cycle lesson recording. At the 8:57 mark, she noted the following:

Maren: As I am watching the video, I am noticing that [Child C] (red shirt) is not reading at all. Showing me that I either needed to frontload voacbulary [sic] and unfamiliar words more, or that this text is too challenging even when in guided. It also could be a language barrier because there are a lot of unfamiliar words in this passage.

Maren's (mis)understandings about what type of teacher behaviors constitute explicit teaching (staying back, or doing *for* children) limited her imagination about possibilities available to her in response to the fact that Child C was not making an attempt to read during the lesson she'd taught. In her mind, she saw two possible responses if she could go back and do things differently: (1) She could "frontload voacbulary [sic] and unfamiliar words more", or (2) she could conclude the passage was too difficult for the child to attempt "even when in guided [reading]".

During our conversation in Maren's post-conference transcript for the aforementioned lesson, we both agreed the text she'd picked was too hard for Child C. While that is true, it's helpful to note Maren's stated menu of possible responses to a child experiencing difficulty when reading: Before jumping to doing something *for* a child (frontloading vocabulary), or concluding a text is altogether too hard for them, teachers have a wide range of strategic coaching moves available to them (including prompting, thinking aloud, demonstrating something via an example situation, etc.) that they can enact to gather more informal/observational data on children and establish if they need further instruction or a differently leveled text. These were moves Maren and I discussed and/or rehearsed in our pre-conferences across both coaching cycles, but they were noticeably absent from her teaching and her talk. What she did not recognize when she viewed and coded her lesson recording was, although this text had been reading in the context of guided reading, technically, no guiding had taken place for Child C to build from.

Towards the end of Maren's second post-conference, we discussed what we'd observed about Child C from this lesson and why the text might have proved hard for him. I reminded Maren:

Sherridon: It is guided, so if it's [the text] too difficult - ideally, if it were your own

classroom, you'd...know the place for maximum growth is gonna be in that instructional

text but if...it's frustration [level], then you leaning in to give more support will be really

key for him.

I then asked Maren to imagine - based on the reflection we'd done together during our post-

conference - what she might choose to do differently if she taught this lesson again to better

support Child C and the rest of her small group. Maren responded:

Maren: Okay. [*pause*] So I think if I were to do it [this lesson] differently, I think I would

make it a little more, [*pause*] like, while going back into text is important, I think what I

would have done was taken excerpts from the text where the answer's in and had them

look at that excerpt so it wasn't as much to reread. 'Cause I think that was part of their, I

don't wanna say struggle but that was challenging for them was the fact that they felt like

they had to reread the whole thing to find the answer.

Here, Maren acknowledged that the objective of her lesson was an important reader behavior

("while going back into text is important"), but her (mis)understanding that one goal of reading

instruction is to get children to arrive at "the answer" ("I would have...taken excerpts from the

text where the answer's in and had them look at that excerpt…"), combined with her desire to

pre-empt challenges ("'Cause I think that was part of their, I don't wanna say struggle but that

was challenging for them") came through once again.

These (mis)understandings lead her to a proposed action (decontextualizing certain

excerpts from the text and having kids read only those excerpts) that would have essentially done

the work of thinking for the kids by reducing the text down in length (through isolating certain

passages that held "the answers") and preempted their need to practice the literate behavior her

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objective focused on (which was to have children practice basing their thinking on evidence from a text). Maren missed the fact that challenges are opportunities for teaching because, for her, they were something to be avoided.

I saw this (mis)understanding show up in Maren's teaching in both her first and second lesson recording. In the first one, Maren tended to operate in an all or nothing rhythm, either hanging back completely as children made attempts to decode, or doing the decoding for them. For example, at the 3:45 mark during her first lesson, the following exchange takes place between Maren and Child O:

Child O: [*Hesitates at the word let's*]

Maren: Do you know this word?

Child: [*Slowly*] /l/-/i/-/s/?

Maren: Let's sound it out! Let's use our strategy that we just learned.

Maren and Child O: /l/, /e/...

[*crosstalk*]

Child O: "Let's"?

Maren [*Nods to confirm*] *Let's*, so - ready?

[*Maren and Child O, Maren's voice leads*]: 'Let's go see…' [*Maren stops reading*]

In this exchange, when Child O experienced difficulty reading an unfamiliar word, Maren prompted her to "sound it out", then immediately started to decode the word with her but did not provide any commentary or narration regarding what she was doing. Because Maren engaged in decoding, but without any commentary, her actions lacked instructional utility for her student. They removed the difficulty of the moment from Child O, but did not provide her with something to try or think about next time she came upon an unknown word.

This was a pattern I observed in how Maren responded to both of her students during this lesson at points when they hesitated at unfamiliar words (Table 12). When children made mistakes or hesitated, Maren made in-the-moment decisions that helped students arrive at the "correct answer" (namely, by doing the work for them), but she did not engage in teaching behaviors that helped the students act strategically or practice applying a literate behavior that would increase their independence and/or proficiency as readers.

Table 12

Maren Providing Answers When Children Encountered Difficulty Reading

Video segment start point	Unfamiliar word/phrase	Child(ren)'s behavior/miscue:	Maren's response:
4:04	Emma	Miscues "Em" for *Emma*	"Let's sound it out: E-m- Emma. So: 'Let's go see the big Dinosaur', said Emma."
4:23	"put away your toys"	"put your toys away" [*child read correct words but out of order*]	"Away...your…"
5:56	then	Child hesitates at *then*, attempt to decode by saying /t/-en	[*Maren corrects child's attempt of /t/-en*]: "Th-e-n, th-e-n, th-e-n"

Similarly, in her second lesson recording, Maren noticed at one point that Child C had made an error in his reading of the text. At my request, she had oriented the camera toward her three students such that, in this case, she was completely out of sight. At the 6:54 mark, her

finger appears in the frame and points to a word Child C had seemingly omitted and not self-corrected. Then, Maren can be heard rereading the entire sentence for Child C as he looks on and listens. When she finishes rereading the sentence (at the 7:00 mark), she stops, has him continue on, but keeps her finger on his text until the 7:18 mark, pointing to each word he reads as he reads in an apparent attempt to prevent him from omitting a word again, and reading two words for him when he hesitates. This interaction with Child C characterizes the way Maren approached teaching: She tended to treat lessons as an all (doing *for* them) or nothing (assessing them) enterprise.

It's important to note that as with other (mis)understandings Maren held, this one was reinforced in an unfortunate way by something Maren's CT shared with her during her internship. At Maren's second coaching cycle pre-conference, she told me:

> Maren: ...my CT told me she went to a training for teaching reading to underprivileged kids, and they come in with the mindset they're already good readers. In the third grade, they think they're already good readers, so sitting there and trying to get them to chunk the word, by the time they get to the end, they forgot, is what she said [...] and so she, that was something we talked about too, is she's just like, 'If they're really struggling, just tell them. There's time for coaching, and sometimes there's not, and sometimes you just gotta tell them.

This was a problematic perspective Maren's CT conveyed to her, and one laden with assumptions about the students in her classroom. It relied on stigmatizing language ("underprivileged kids") to characterize the readers in Maren's classroom in a way that *erased* (Dyson, 2018) their rich linguistic and cultural capital (Bordieu, 1977), and it showed the bias they faced from their teacher, which was passed on to Maren. This assumption about Maren's

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readers also constitutes a deficit paradigm that rested on a faulty stereotype, and a strange one at that: Namely, that the students' socioeconomic status meant they were likely to come to third grade thinking "they're already good readers", which made them less likely to apply a particular strategy when decoding words.

Based on the language of the CT's claim, referring to "underprivileged kids", this marginalizing paradigm lead Maren to make assumptions about the readers she worked with. Specifically, that they (a) already thought they were good readers, so (b) they were probably less likely to heed supportive prompts (i.e., to chunk words), therefore (c) if they're really struggling", she should "just tell them" (do the work for them).

Maren's data suggest this misguided and inequitable mindset impacted how she approached teaching, which can be seen from the evidence I shared previously that demonstrates how she tended to do everything or nothing for children in place of enacting instructional language to model and/or guide her students. Her CT's comment as described above would only have reified that mindset by conveying that her approach to teaching was in fact necessary, since Maren worked with a particular "category" of kids ("underprivileged kids") in a world wherein readers' abilities are directly connected to their socioeconomic status and there are therefore two options: 1) There might be time for coaching, but if there's not, 2) "you just gotta tell them". Unfortunately for the children Maren worked with, she almost always told them answers, which left them without the direct and explicit reading instruction they needed.

(Mis)understanding three: The role of assessments in planning instruction. Finally, my findings suggest Maren (mis)understood the central role literacy assessment should play in planning instruction that aligns with children's individual strengths and needs. Specifically, I named this (mis)understanding as a belief Maren held that teachers can plan reading instruction

without using relevant assessment data to guide their decisions. As I will show, in the data, this (mis)understanding manifested in Maren's speech in the form of difficulty on her part with keeping children's needs in view, difficulty linking her objectives to relevant assessments, and/or her ability to talk about *what* she was going to do in a lesson but difficulty with articulating a *why*. In her actions, this (mis)understanding manifested in the assessment decisions she did and did not make during and after teaching.

Maren's confusion that there was not a direct connection between children's needs, literacy assessments, and planning required multiple iterations of data analysis to name and understand because of the role her school context and her CT played in dictating what Maren was required to teach (and the assessment procedures she followed), and how she was to assess children. Her CT's involvement in Maren's teaching assignments, in particular, required me to ask myself whether the way Maren talked about and approached planning (without a clear focus on children/their needs) was due to what her CT modeled, or due to her own (mis)understandings about how literacy teachers plan lessons. I ultimately concluded Maren did hold her own personal confusions about how and why literacy teachers use assessments; however, in what follows, I will address ways Maren's CT and overall internship context contributed to reifying her confusions.

Example One: Inconsistent rationale for first objective. The extent to which Maren attempted to justify her lesson choices (even when they were partially dictated by her CT) and attempted to make them make sense in light of assessments (even assessments that had little or nothing to do with her objective) ultimately provided evidence her (mis)understandings about assessment were, in fact, her own, and not solely her conforming to her CT's requirements (although, as I will show, those were clearly two relevant factors in her confusion).

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This initially became apparent in Maren's first coaching cycle pre-conference transcript. At the start of the conversation, Maren stated she had forgotten to bring her assessment data. When I told her to go retrieve it, she asked, "Do you want me to?" Her question suggested to me she would have been willing to proceed with planning her first lesson without the assessments she had available to her had I not required her to get them. I did require her to get them because bringing relevant assessment data to every planning session was one of several literacy content coaching expectations, in order to teach Residents that teachers plan using meaningful assessment information about their students' strengths and needs.

After Maren retrieved the assessments, we had a lengthy discussion about how these assessments should inform her understanding of what the four third-grade students she would be teaching needed to learn. Her remarks during this part of our discussion indicated she held some knowledge that teachers can use reading levels, identified through DRAs, as a tool for planning instruction, but that she was confused about what *kind* of instruction reading levels provide useful information about:

> Maren: I'm doing - it's just their reading levels to show why we're doing rhyming words and sounds.
>
> Sherridon: Do you have...a specific assessment she [CT] gave them that shows what they did?
>
> Maren: Well we did DRAs, but we have on our clipboard - that we use for like informal assessments - we have their reading levels next to all their names.
>
> Sherridon: Which is the number, or do you have the actual assessment that she gave for rhyming and all that?
>
> Maren: I can get the actual assessment...

In this exchange, Maren directly referred to reading levels as being useful to provide information "to show why" she'd be teaching her small group "rhyming words and sounds". This reflects a (mis)understanding about the purpose of reading levels, given that reading levels provide information about the approximate stage of text complexity a child can navigate (and how), but not necessarily about children's phonological awareness or phonics knowledge.

Maren mentioned DRAs and levels again when she told me in this same (pre-conference one) discussion how she planned to group children together for the rhyming instruction she would enact for this coaching cycle. However, this time, she moved from focusing on DRAs to citing the children's iReady data as a rationale for why they would be instructed in a particular grouping arrangement:

> Maren:…I'll probably break them up into two groups, just because the, [Child L] and [Child G] are closer. And then [Child E] and [Child A] are closer.
>
> Sherridon: In what sense?
>
> Maren: Just by their DRA level and…their running record. They're at a kindergarten and first grade level. So like [Child L] and [Child G] are end of kindergarten, beginning of first grade. And [Child E] and [Child A] are in beginning of kindergarten, middle of kindergarten.
>
> Sherridon: Okay. Break that down further for me though. Within, are you talking spelling stage, are you talking number of level? With what specific skill are they mapped to one another?

In this interaction, it's clear from my first, and then second, question that I wanted to prompt Maren to use more precise language to describe why she had chosen to instruct these specific children in these specific groups she had identified and move past using the word "closer"

("because the [Child L] and [Child G] are closer. And then [Child E] and [Child A] are closer"). However, I chose confusing language (i.e., "what specific skill are they mapped to one another?") and had difficulty forming a clear question to probe whether or not Maren understood that similar or even identical reading level numbers did not necessarily mean students needed the same things, or a lesson on rhyming words.

In response to my poorly worded question, Maren moved away from basing her decision on the children's DRAs/running records and reading levels (as she'd cited previously) to citing their "general reading" ability as measured by iReady:

> Maren: Um, uh, right now, this is just their general reading for iReady based on their iReady data. We have them in phonics for short vowel, long vowels. We have them, um...some groups are working on fluency. So it just kind of depends on what we're working on. And so as a team between [Teammate 1], [Teammate 2] and [CT], this week, we're working on vowels. So I'm going to kind of build off of that with this group and do rhyming with short vowels. So like cat, bat, hat.

In my analysis of her response to my probing question, I took note of a few aspects of Maren's reply: First, she spoke broadly about the students, and stated iReady provided "general reading" information about them. Second, she listed off some broad-level information she knew about the kids: According to iReady results, they needed some phonics instruction ("short vowel, long vowel"), and "some groups are working on fluency". Finally, she noted the kids were being taught vowels because the entire grade level team was focusing on vowels at that point in time.

Maren's comments to that point in our discussion make it clear that she was attempting to link her lesson objective to assessment data, and she did hold some knowledge of broad areas of literacy teachers can assess. However, it's evident that at that point in time, she did not yet hold a

clear understanding of the rationale behind her CT's request that she cover what she was referring to as "rhyming words". In the absence of Maren's CT helping her develop a strong understanding of her students' needs (as reflected through relevant literacy assessments), Maren was left with the job of describing her own justification for why she planned to teach rhyming. Her ability to cite data, but difficulty with linking it appropriately to her teaching decision, shed light on her (mis)understanding about what kind of assessments would provide relevant information about children's level of rhyming knowledge.

After Maren had laid out DRAs and iReady results, and made the comments shared previously, I was left confused as to what precise information lead Maren and her CT to decide to focus on rhymes for her lesson (since the focus of her comments changed from DRAs and running records to iReady): Was it because of (a) something they'd observed while administering DRAs, (b) iReady data, or (c) because this was what the rest of the grade level team was doing?

To get us out of the weeds, after I'd spent some time listening to her various rationales, I asked Maren a second time to link all of the information she'd just talked me through to her lesson objective for this first coaching cycle:

> Sherridon: So tell me a little about how you guys identified rhyming as something that
> they need to focus on that's going to take them to the next stage as readers.
>
> Maren: So [CT] didn't want to focus...like she didn't want them to go do short vowels
> with her and then come and do pretty much the same activity with me. So she decided we
> could do rhyming and it would kind of change it up a bit and it would make it a little
> more fun for them. And then hopefully they'll be able to see that, like if the word 'hat'
> and the word 'bat' rhyme, you can notice the pattern that they end in the same two letters.

And so it will help create that awareness when they're reading as much as she's aiming

for.

In this excerpt, it's clearer where there was a disconnect for Maren (contributed to by her CT): Based on assessment data, Maren had told me earlier in our conversation that she and her CT knew Maren's small group needed to learn the sounds short A and short O. In Maren's comments above, she shared she planned to teach "rhyming" - specifically, the /at/ word family. Word family instruction, while it does cover words that rhyme, is also part of phonics instruction related to short A (i.e., cite WTW). This is likely what Maren's CT had in mind when she suggested Maren teach the /at/ word family.

However, Maren (mis)understood the purpose of the instruction and labeled it in her mind as a "rhyming" lesson, never making the connection between teaching the /at/ word family and the phonics information she knew about her students (that they needed to learn short A). This came at least partly as a result of the apparent way her CT provided a rationale for teaching rhyming: According to Maren, the CT had said "she didn't want them to go do short vowels with her and then come and do pretty much the same activity with me...so she decided we could do rhyming and it would kind of change it up a bit and it would make it a little more fun for them".

Because Maren spent a large portion of our conversation using the word "rhyming" to describe what she'd teach, I, too, missed the connection between what her CT had asked her to teach ("rhyming", according to Maren) and the children's phonics need (short A). After Maren listed off a few words she'd cover (bat, cat, sat), and said her CT wanted her to do something "different", change it up a bit, and hopefully this would be fun for the students, I misunderstood both Maren's CT and Maren to have selected this lesson objective randomly, so the kids would have fun, but did not see evidence in the moment to suggest it was anchored to children's needs

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at all. Because of my own (mis)understanding, I probed Maren's thinking to see if she recognized that her stated rhyming objective and rationale for her coaching cycle lesson were not anchored in appropriate literacy assessment information, as described by her:

Sherridon: What are you thinking about that?

Maren: What do you mean?

Sherridon: Teaching rhyming if you don't know if they need rhyming words. What does *Maren* think about teaching that?

Maren: I mean, I think it'll be beneficial, especially for [Child E] and [Child A]...because they're afraid to read...They're afraid to read in front of other children...So I think if we start with a text that they're like, 'Oh, I can do this. This isn't going to be, like, too bad', then they'll build that confidence. And rhyming words are fun and they've associated - because I mean, [Child E], I was talking to her today, she's associated reading with negative feelings and it's not fun. I don't like it.

In this exchange, Maren gave no indication that teaching what she called "rhyming" seemed inappropriate to her (even though her reasons for teaching it, by this point, were many and varied). She also offered yet another reason she agreed with teaching rhyming that was not related to assessment information: In her mind, reading words that rhyme would build children's confidence by being something she anticipated they could do that was not "going to be, like, too bad", and would be fun.

Ultimately, Maren and I identified DRAs as the most informative piece of information she had about her students at that point in the year. We analyzed them together at our pre-conference, noted trends together, and moved away from what she was referring to as "rhyming" and, instead, identified an objective for the lesson related to a decoding strategy all of her

students needed practice with. Then, Maren and I closed her first pre-conference with a conversation about the need to always link her objectives to relevant assessment information, because that's a teacher behavior coaching aimed to develop. As a result, she came prepared with assessment data to her second pre-conference. This was useful to our planning, and a step in the right direction. And yet, the ways in which she talked me through that data provided additional insight into her (mis)understandings about assessment.

Example Two: Rationale for second objective. At the start of Maren's second pre-conference, she came prepared with data to link her lesson objective to (test results from a recent county-wide midyear reading test). In my analysis, I noted it was a step forward that Maren had put thought into what assessment results could inform her instruction. Further, she remembered to bring those assessments with her to our pre-conference (whereas in her first cycle she'd forgotten them).

At the same time, I found Maren was not yet able to talk in meaningful ways about what, specifically, she knew about her students based on the assessment she brought, or about ways in which her students' literate behaviors mirrored each other such that they made sense to group together. This became clear at the beginning of our planning conversation when Maren told me:

> Maren: Okay, so I'm working with [Child L], [Child C], and [Child M]. We grouped them together because they, this is the group I've been working with for a while, but they went from being a 10 to a 14.

As was the case during her first coaching cycle, Maren began our conversation by sharing what she knew about her students' reading levels: She explained why the three third graders she was working with were in a group together ("We grouped them together because"), but was then unable to provide a rationale that was based in knowledge of the children's specific needs or

assessment information and, instead, cited their assigned numeric reading level. This, again, represents some nascent knowledge Maren held, along with a (mis)understanding: She knew that teachers can use reading levels to provide rationales for why they are teaching children in particular groupings (although children reading the same level of text may not always need the same kind of instruction), and she knew something about her students (they had moved up a reading level).

However, she couldn't yet articulate what, specifically, the students were doing as readers or learners. As I mentioned before, Maren's (mis)understanding about the usefulness of reading levels appeared to be exacerbated by the fact that her CT primarily tracked children's progress in terms of numeric reading level, and in the broader context of the school and local district, this was common practice.

It is clear from the totality of Maren's comments across both coaching cycles that she (like many teachers in her district) over-relied on reading levels. She referenced them again later in our second pre-conference conversation when she stated:

> Maren: We have kids that started the beginning of the year at a level 10 and now they're
> at a level 24. And they just needed that push and they needed someone to hold them
> accountable.

However, reading levels did not serve Maren well in planning specific objectives for the third grade children she was teaching. She repeatedly referenced them, but in both coaching cycles, she ultimately moved to talking through other assessment data to support her teaching decisions. In the case of her second pre-conference, after she had explained who she was working with and that they'd moved from a level 10 to a level 14 (as cited above), Maren told me:

Maren: I've been instructing them with guided reading books on a 14, 16, and then last, two weeks ago, we took our reading interim.

Sherridon: Okay.

Maren: And based on our reading interim, it showed that our entire class as a whole needed help with standards 1.1, 1.2, and 1.3.

In cycle one, Maren shifted from talking about reading levels to talking about iReady results to justify her objective. Here, in cycle two, she went from noting reading levels to describing the county interim test results on her way towards providing a rationale for her lesson objective. In the comment above, Maren did provide some assessment information, but it was still at a general level (standard numbers kids "needed help with"). Although Maren could use standard numbers to reference and read the specific standards her students needed support with, she did not have any information about what specifically her third grade students were doing in relation to those standards (she only knew they'd missed those questions on the test).

In my analysis, I observed Maren's behavior across both coaching cycles of casting a wide net with the assessment information she shared: She seemed to be citing as much "data" as possible in hopes something would stick and make sense in relation to the objective she picked (since I required her to bring relevant assessments to every planning meeting). One might argue, if that was the case, that she didn't actually hold a (mis)understanding about how and when to use assessments, and that her inconsistency and apparent confusion were due instead to her trying to check a box I had put in place.

To address this possibility, I examined to what extent Maren seemed able to talk clearly about the purpose of why she was teaching what she was teaching once we moved toward making specific plans, or when she described past instruction to me in pre- and post-conference

discussions. If someone (mis)understands assessments to be unnecessary, or (mis)understands any kind of assessment data to be a relevant justification for any kind of objective (as Maren's words indicated in my analysis of her transcript data), then it could be expected that they would also have a hard time communicating purposefulness and explaining how lessons are based in literate behaviors children have mastered compared to ones they still need to practice.

I found evidence Maren tended to initially go to *what* she was doing when I asked her about the why of what she was doing. For example, returning to her first pre-conference, the following exchange took place between us:

> Maren *[rehearsing her lesson opening]*: 'Today we're going to read this new book. Let's point to the title.'
>
> Sherridon: Why? What are we doing?
>
> Maren: We're going to preview the book.

Initially, when prompted, Maren provided a "what" response to my "why and what" question: I wanted to know not only the what but also the *why* of what she planned to ask children to do at the start of her lesson.

With some prompting after this exchange, Maren was ultimately able to arrive at a more purposeful statement. One might argue that in the above excerpt, Maren was simply responding to the most recent of the two questions I had asked ("[1] Why? [2] What are we doing?"). That is a valid possibility. However, I found a similar tendency to bypass the "why" of a decision in her second coaching cycle pre-conference transcript. During that planning conversation, Maren had briefly described a lesson she'd taught that morning (which sounded to me like a series of tasks, as was a pattern with her teaching). When she'd finished describing it, I asked a probing question

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to find out if Maren, herself, had a specific and purposeful reason for what she'd done with

children earlier that day:

> Sherridon: So today, when you were doing this with them [the children], how did you
>
> frame *why* you were doing it? Do they [the students] know that you see that they need
>
> practice [with the objective]?
>
> Maren: Yeah. I would say, 'So let's look at our first question [on a worksheet], 'What are
>
> meteorologists?' And that was one of our unknown words. And we came up, we used the
>
> sentence to help us, and we came up with the decision that because it says weather
>
> predictors, they were like, 'Oh, it's a weatherman.' And I was like, 'Yeah.' And so that's
>
> what they wanted to say, 'It's a weatherman.' And I said, 'Well, it's not just a weather
>
> man.' I was like, 'How can the text help us elaborate on our answer?'

In the above excerpt, Maren responded to my question in the affirmative, but the information she

shared following her response did not relate to the purpose of her lesson, or to how she helped

her students see its "why". Instead, she described *what* she did with the children. For Maren,

knowing the *what* of a lesson was something she conceptualized fairly quickly when we planned,

in terms of procedures and tasks the children would do; understanding the *why,* based on

meaningful literacy assessments and knowledge of the children she taught, was more elusive in

her planning talk.

To understand if Maren's confusion about assessments and planning would show up in

how she interacted with children during teaching, I took note in my analysis of if and how Maren

assessed children when she taught. Although it was not an expectation of coaching that Residents

formally assess kids in every lesson, they were asked to make sure by the time their lesson ended

they had some kind of informal or formal (their choice) data related to children's responses to their teaching and what they were doing as readers in relation to the lesson objective.

In my analysis, I found it interesting what Maren did consistently assess, and what she did not: In both lessons, she can be seen listening to children read to track their fluency. This is something for which her CT had a very simple and clear-cut procedure established, and Maren was able to follow that procedure easily. However, Maren did not enact any assessments related to her stated lesson objectives: On both her first and second coaching cycle video recording, once children finish doing the tasks she'd planned for them to do, she somewhat abruptly ended both lessons and did not bring closure to what she'd taught or implement any kind of formal or informal assessment that could inform her planning for the next day's lesson. However, it's worth noting that this was not something I found that I never addressed with Maren in either of her post-conferences.

It could be that my failure to explore with Maren what could have been gained if she'd assessed children related to the objectives she taught (and not just in the area of fluency every time) impeded her gaining a clearer understanding about how to bring relevant assessment strategies to bear in her instruction. Although I made statements during planning to prompt her to integrate assessments with her planning, the concept of using appropriate assessments might have stayed too much at a theoretical level in her mind since she was not experiencing meaningful assessment in her own teaching. So, while the totality of her evidence suggest her (mis)understandings were, in fact, held by her (and not solely a reflection of her CT or school requirements), it's also clear that her CT, her school, and myself, taken together, played a role inadvertently in fostering this (mis)understanding.

Participant Two: Bella

As I mentioned in chapter three, Bella was placed in a fifth grade co-teaching situation at Clovist Elementary with Yadelis (pseudonym), an RP peer who was also a final Resident. Both Bella and Yadelis taught literacy in their CT's departmentalized reading and writing classroom. Being departmentalized meant the CT only taught reading and writing, and she taught it twice a day: Once in the morning, and once in the afternoon. Bella taught the morning group, and Yadelis taught the afternoon group. Typically, because they taught the same content (at different times of the day) under the same CT's supervision, they planned their lessons together.

Like Maren's school, Clovist was classified as a Title 1 school and, at the time of Bella's placement, was under immense pressure from the administration (who were under pressure from the state) to raise their school grade through standardized test scores. As with the other schools study participants were placed in, their classification as "Title 1" bears relevance to this study because this classification often carries with it policy stipulations that influence both how children were often positioned (as "less capable") as well as the degree of autonomy and professional freedom administrators grant teachers in light of expectations they, as school leaders, are held to.

This may account for the degree to which Clovist was tightly monitored and managed by the school administrators who were in charge during the time of Bella's internship. As a whole, Clovist teachers were expected to exhibit a high degree of uniformity within grade levels in relation to what and how teachers taught (through weekly team planning, use of common books/resources, etc.). This meant that from the beginning of her internship, Bella was placed in a complex context for a professionally "young" educator: In addition to developing an understanding of content, pedagogy, and her own identity as a teacher in a Title 1 school, she had

to navigate the beliefs and requirements of her CT, as well as navigate a co-planning (and, at times, co-teaching) relationship with Yadelis. As a team, during the time of this study, this triad (CT, Bella, and Yadelis) worked within the confines of a highly prescriptive scope and sequence for their literacy curriculum.

The presence of Yadelis (a co-teaching peer), in particular, was relevant to my analysis of Bella's data because I had to account for her voice in Bella's first pre-conference transcript when I set about to identify what trends amounted to Bella's personal knowledge and/or (mis)understandings compared to what she may have done or said, in all likelihood, due to the variable of Yadelis and what she believed and/or wanted to do. In this study, only Bella's first cycle pre-conference was co-planned with Yadelis; she carried out her first cycle post-conference and both her second cycle pre- and post-conference with me on her own.

To account for the role of Yadelis' influence in Bella's first cycle pre-conference conversation, and to avoid wrongly attributing particular beliefs to Bella if they were ideas or decisions primarily due to Yadelis, whenever a word, phrase, or pattern began to catch my attention, I traced it back in transcript conversations to its original contexts to note if it was something Bella had introduced into the discussion, or Yadelis. In instances when it was Bella, I continued from there with my usual protocol of analysis and, as always, sought both confirming and disconfirming evidence to determine if any claim could be made about her knowledge and/or (mis)understandings. In instances where it was Yadelis who was the origin of something I found noteworthy, I examined the content of Bella's response to those ideas in the moment (whether immediately in the transcript or later on in the conversation). I found both Bella's original thinking as well as her responses to Yadelis' ideas provided insight into her knowledge and confusions as a developing educator.

Bella's Knowledge of Reading Instruction

The results of my analysis of Bella's data, in particular, challenged me as a researcher to engage the nuances of how she operated when she planned and taught her lessons. It often happened that I would make a note that some certain thing appeared to be knowledge she held, only to subsequently come across a section of her comments in a transcript or a decision in her teaching video that caused me to question my previous conclusion about her knowledge. Put differently, Bella often showed what I termed in my researcher journal as "glimmers" (nascent understandings) of important content knowledge, but had difficulty consistently centering that knowledge when she planned and executed her lessons.

From a teacher education perspective, this finding is not surprising: Grossman et al. (2009) used the term *approximations* to refer to a novice's initial attempts to enact practices, and pointed out that those attempts "may fall along a continuum, from less complete and authentic to more complete and authentic" (p. 2081). In what follows, I will describe the knowledge I established Bella held, and from there I will describe where she demonstrated areas of (mis)understanding.

Knowledge of Children's Potential Misconceptions/Needs as Readers

One piece of knowledge Bella demonstrated was an awareness that reading teachers can consider potential misconceptions or difficulties children might hold about the content or structure of a text and then plan their lessons in response to those. This awareness was obvious at multiple points throughout Bella's data. For example, at the start of her first cycle pre-conference, Bella, Yadelis, and I were having a conversation about the poem they'd been assigned by their CT to use for a lesson on figurative language and how it contributes to developing the theme of a poem. Early in our conversation, Bella said:

Bella: I also thought about when I introduce the lesson, to hit any misconceptions they

might have about poetry. Because I feel like a lot of the time, they think

poetry...everything rhymes. So addressing that right away, because they're going to look

at this [poem], and this one looks completely different from this [previously covered]

piece of poetry-

Sherridon: It does.

Bella: And so they're going to see both of these within the week, so comparing how

poetry can be like, setup.

Bella's remarks here demonstrate her awareness of (a) text structure, (b) the fact that text

structure is something reading teachers explicitly teach to readers, and (c) potential

misconceptions her readers may have held about poetry and how it can look (structurally) and

sound.

Interestingly, this was something Bella seemed to do without always identifying it as a

strong instructional planning practice. During her second cycle pre-conference, she had made

plans, with my support, to model using context clues to understand a domain-specific science

word in the assigned reading that she anticipated her students would not be familiar with.

Although anticipating and planning for children's needs is an important and useful teacher

practice, during our post-conference conversation, Bella stated:

Bella:...I had planned like, 'Oh they're not going to understand this word'. I made the

assumption, which I shouldn't have..."

As I will explain in a future section, this comment was situated within a larger conversation that

demonstrated a (mis)understanding Bella held about modeling. However, it also demonstrated

that engaging in anticipation of what her students might need, and planning for how to support

them, was something she was able to approximate within the supportive context of her coaching cycles, particularly when she had planned extensively and scripted her teaching language out ahead of a lesson.

Knowledge of Text Complexity

In a similar vein, Bella also demonstrated an ability to accurately identify text complexity when she planned for lessons based on texts her CT required her to use. This is a useful skill, since teachers need to have a firm understanding of what kind of opportunities and/or constraints various texts will present children with prior to selecting one for their explicit instruction.

Unfortunately, Bella did not always have the freedom in her internship to choose her own texts for her lessons. That was the case for her first coaching cycle, when she was told to teach from a poem entitled *Things We Carry on the Sea* (Ping, 2018). This poem contains not only very complex figurative language, but also focuses on deep and mature themes such as refugeeism, genocide, and war. For example, one segment reads:

> We carry scars from proxy wars of greed. We carry carnage of mining, droughts, floods, genocides. We carry dust of our families and neighbors incinerated in mushroom clouds. We carry our islands sinking under the sea…We carry railroads, plantations, laundromats, bodegas, taco trucks, farms, factories, nursing homes, hospitals, schools, temples…built on our ancestors' backs. We carry old homes along the spine, new dreams in our chests. We carry yesterday, today and tomorrow. (p. 7)

These are important topics to explore with students, but they also require careful teacher planning to ensure students have the necessary time with a text, and instructional support, to develop understanding of such mature content. When we read *Things we Carry on the Sea* together during our pre-conference, Bella stated, "It's very deep." Bella made it clear she was

aware of just how deep the poem was, and this was something she returned to a few times as we established the precise focus of this lesson. Bella's CT, at one point, briefly joined our planning session, and she told me:

> Bella: [the] focus standard [for Bella's lesson] is figurative language, but our second standard that we're working on is theme within story, poems, or drama.

These two standards cover a vast amount of content and literate skills, including: (a) The ability to read and comprehend grade level text, (b) an understanding of figurative language (metaphors, similes, personification, etc.), (c) the ability to make inferences and draw connections between ideas across a piece of writing, (d) a mature vocabulary, and (e) an understanding of text structures/features within poetry

The broad nature of these two standards meant Bella and Yadelis went back and forth multiple times during Bella's first pre-conference about what, exactly, day two of this lesson should focus on (the CT planned to introduce and read the poem for big ideas on day one, a day when the Residents were not in their internship, and then the interns would teach their lesson (separate from one another) on day two). After much discussion, Bella told me and Yadelis:

> Bella: I feel like on day two, the support they're going to need is mostly with unpacking the language used and understanding the meaning behind the language...so there was a part I was reading, 'We carry dust of our families and neighbors, incinerated in mushroom clouds'. Are they truly going to understand that? Like...unpacking what all of it means.

Later, she noted:

> Bella: This poem's mostly imagery. When you read it, it's all imagery. So I feel like that needs to be the focus of [this lesson].

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Bella's remarks here, again, show her attention to what about the poem (the language) could pose a challenge for the students, and that her anticipation of that challenge influenced what she thought her teaching focus should be. Ultimately, Bella and Yadelis made plans to model how they paid attention to and worked through key figurative language in the poem in order to understand its overall theme. As we moved towards identifying a part of the poem where Bella would model wrestling with some difficult imagery in the text, she was able to appropriately identify a place in the poem where her students were likely to benefit from explicit teaching on her part, since that section of the poem - once understood - provided clear insight into one of the key themes of the poem.

Bella's keen attention to text complexity appeared again during her second coaching cycle. For that lesson, she was required to use an informational article on the topic of how scientists attempt to grow gardens in space. This article contained many words specific to the content of space and how scientists grow things outside the earth (i.e., *phototropism*, *gravitropism*).

Although Bella began our planning time for her second lesson thinking her students could probably work almost independently through reading and understanding the assigned article, as she read the text more in-depth over the course of the pre-conference, she identified various elements of it that could make accessing difficult vocabulary hard for her students. For example, she noted it lacked pictures to illustrate the concepts the tough vocabulary referred to:

> Bella: Well, this text doesn't have pictures, but if it was a word like the word, one of the words in here is *extraterrestrial*, and I honestly was stuck because I didn't even know how I would go about explaining [it].

She also recognized places in the text she was teaching from where useful context clues were lacking to support her readers with accessing the meaning of the difficult words they came across:

> Sherridon: [*Reads an excerpt from the text*]: 'And it's a good thing she has already started her work because extraterrestrial gardening can be tricky.' Let me back up a little bit. [*pause, both Sherridon and Bella reread part of the text*]
>
> Sherridon: Okay, so let's just think authentically as readers here together first. Is there a lot of context to help explain that [word] [*extraterrestrial*]? In your opinion, do you feel that way?
>
> Bella: I don't feel like there's a lot.
>
> Sherridon: Yeah…
>
> Bella: The only thing I could kind of go off of is 'growing plants in space' - that tells us it's not on Earth.

Here, Bella was able to identify that this section of text really only provided her with one possible context clue to draw on to coach students toward understanding the word *extraterrestrial* ("I don't feel like there's a lot"; "The only thing I could kind of go off of is…"). Taken together, the above quotes show Bella's attention to anticipating needs and misconceptions, as well as text complexity. She demonstrated an initial ability to identify potential pitfalls for the readers she taught, whether those pitfalls related to content or vocabulary or text structure, and she articulated her observations in these areas often across both of her coaching cycle transcripts.

Bella's clear demonstration of knowledge related to what about a text could pose challenges for her students, and her subsequent suggestions about what she should plan to teach

based on those potential difficulties, enrich the findings of my analysis of data because: I found that her awareness of potential difficulties, and her verbal plans to address them through her teaching, were not what most consistently influenced how she actually enacted her lessons in real-time with children. Put differently, her teaching did not align consistently with the knowledge she held about what children would need, which is where I turn my attention to next.

Bella's (Mis)understandings

In addition to the knowledge she held (which I'll continue to highlight as this section continues), Table 13 provides an overview of two overarching (mis)understandings Bella held: First, I found she consistently held confusions about her purpose as a teacher of reading, and why readers read. I phrased this broadly as her (mis)understanding about the purpose of literacy teaching and learning. Specifically, I noted that within this area she held two confused ideas: She thought (a) *literacy teaching and learning are about teachers and students being right,* and (b) *teachers are not direct/explicit when they model*. A second (mis)understanding I found she held was that *meaning is made quickly* when readers encounter new ideas, concepts, or language in texts. In what follows, I describe how these (mis)understandings became apparent in her transcript data and manifested in her teaching.

(Mis)understanding one: The purpose of reading instruction. During my analysis of Bella's data and in my conversations with the peer reviewer for this study, a word that appeared repeatedly in relation to Bella's greatest need as a preservice teacher was *purpose.* When planned in advance in the supportive context of coaching cycles, Bella was able to approximate explicit teaching (Cunningham & Allington, 2016) practices like demonstrations and think alouds. However, grasping the purpose behind those practices and staying with them throughout a lesson was often a challenge for her because of a deep-seated (mis)understanding she held that lead her

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to see teaching, reading, and readers through a lens of "right" or "wrong". I phrased this (mis)understanding as her belief that *reading instruction is about being "right"*.

As I will show, this belief was the lens through which Bella viewed and interpreted interactions that took place during her instruction. It also impacted the perspective she applied to her teaching: Evidence I will describe will show how, for Bella, teaching was about being "right" (she needed to do "right" things, and give "right" answers during planning). Because of her own focus on "rightness", she approached teaching with the goal of getting children to "right" answers or "right" understandings. This made it difficult for her to stay with students in moments of confusion or difficulty, and support them by coaching them, because her core concern was with getting everyone to a "right" place by the time her lessons ended.

A second (mis)understanding Bella held related to the purpose of teaching, specifically, was that *teachers are not direct/explicit when they model*. This (mis)understanding, at times, impeded the effectiveness of her modeling and made it difficult for her to provide children with the explicit instruction they needed in order to learn. In what follows, I describe how Bella often demonstrated pieces of knowledge, but ultimately had difficulty acting on that knowledge because of these significant (mis)understandings she held that mitigated how she approached planning and teaching.

Reading instruction is about being "right". Although RT and literacy content coaching taught that demonstration and think alouds are to provide children with a model of literate behaviors to imitate with increasing proficiency across time, Bella consistently made statements and teaching decisions that provided evidence to suggest (a) she saw reading discussions and behaviors as opportunities where only two possibilities were available: Readers can be right, or

readers can be wrong, and (b) she, herself, was deeply concerned with being right as a learner in coaching cycles and in her teaching.

Table 13

Bella's (Mis)understandings

(Mis)understanding one: The purpose of reading instruction		(Mis)understanding two: Meaning/understanding develops quickly
Reading instruction is about teachers and students being right	Teachers are not direct/explicit when they model	
Departs from: ● Skills are explicitly taught, and children are coached to use them while reading and writing ● Meaning is central and teachers emphasize higher-level thinking skills		Departs from: ● Skills are explicitly taught, and children are coached to use them while reading and writing ● Meaning is central and teachers emphasize higher-level thinking skills

Bella also assumed kids were like her, and when she was young (as she indicated in evidence I'll soon share), she was most likely to try something if she thought she could get it right. Because of this, as a teacher, she assumed that children - like her - were concerned with being right, and they would only try to do things as readers that they thought would be easy (which is to say, things they thought they could get "right"). This meant, according to her theory, if she wanted kids to try something (and she saw willingness to try something as being "confidence"), she had to create a scenario when she taught in which they did not think they could be "right or wrong", so that they would feel "confident" (as she put it), and if they felt

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more confident, they would participate more. Examination of Bella's transcript statements will show that when she used the word "confidence", what she was actually referring to was *comfort*: She felt if she made her students feel comfortable, they'd be more willing to participate during her lessons.

However, as I will show, since Bella actually *did* believe there *is* a "right or wrong" to reading and discussions, she was unable to teach in a way that facilitated the kind of open-ended, dialogic conversations she thought would make kids more comfortable to participate.

This section is laid out as follows: First, I describe instances in Bella's data when her belief ((mis)understanding) that reading is a scenario in which readers (including herself) can either be right or wrong came across through statements she made when she planned and actions she took when she taught that indicated she wanted her instruction to lead children to a certain (right) "place". After I describe how that (mis)understanding came across in Bella's transcripts (words) and videos (actions), I address the aforementioned assertion she made that appeared only in her transcript data (she did not act on it in her lessons): Her claim that children would benefit if they thought there *was no* "right or wrong" answer or outcome during a lesson. As I stated before, since that idea was not her true belief (as evidence from my analysis will show), her teaching decisions did not align with it and were, instead, more closely aligned with her (mis)understanding (core belief) that the world through a right/wrong binary lens.

Bella thought she needed to be "right". I found evidence both from how Bella talked and taught, across both of her coaching cycles, that she believed one goal of reading instruction is to lead children to what my peer reviewer and I came to term in our debrief about her data as "a place". In my analysis, I noted that the metaphorical "place" she was focused on arriving at as a result of her instruction was usually either (a) a correct answer she had in mind for a question

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she asked, (b) correct execution of a task, or (c) a specific interpretation of a word, phrase, or overall text she was teaching. It's important to note at the onset of this discussion that an emphasis on concepts such as "right answers", "correct" interpretations, and other narrow views of text and meaning-making were common in the broader context Bella interned within (her school, her district), and this could only have served to reify her (mis)understanding; however, I will wait to address this contextual factor in Bella's situation in detail in chapter five.

Bella's focus on children getting to specific places may have been linked to the importance she placed on *herself* being right and feeling confident as both a student and an emerging professional reading teacher. I saw this emphasis come through in her transcript data at a few points, beginning with her first coaching cycle pre-conference. For that lesson, Bella and Yadelis went back and forth about whether children, after reading and discussing a difficult poem, should be allowed to choose their own lines of the poem to connect specific figurative language from those lines to the overall theme of the poem, or if they (Bella and Yadelis) should assign one particular line of the poem to the students to interpret. While they weighed the pros and cons of each option, the following exchange took place:

> Yadelis: But then again, you have to think about if they [the children] choose [their own lines to interpret]-
>
> Bella: -They're going to choose something that they find the easiest.
>
> Yadelis: That, and we might not have them cover all of them.
>
> Sherridon: But why would we assume that they'll choose what they find easiest over assuming that they will choose-
>
> Bella: That was me [*laughs*]. I mean, I know personally, when it came to stuff like that in school, I would go for what I knew because I knew I was going to get it right.

Bella's comment here reflects a clear deficit assumption about children. Namely, that in place of stretching outside their comfort zone or taking risks, they, like her (as a K-12 student herself) will opt for doing whatever "they find the easiest" because that way they know they will be right. Further, this assumption and mischaracterization of children seemed to influence how Bella was approaching making this particular pedagogical decision about the design of the exit ticket.

I saw Bella's wish to be "right" come through again later on during her first pre-conference, when I asked her to summarize her understanding of the goal of the lesson we were planning (to help her focus on the long-term nature of the standards she was teaching, since students could not master them in a single day):

> Sherridon: Well, what if we take the time limit off, if we're thinking not in terms of a time limit and 'by the end of Wednesday we need them to have connected words to the theme'. If we take that off the table, what is one of your two [state] standard goals for the students through this lesson? One thing you want to see that they can do?
>
> Bella: Um, to use the [*inaudible*]...
>
> Sherridon: Yeah, what's the other one though?
>
> Bella: ...to use the specific word choice. And then the other one I believe, I don't want to be wrong...to summarize the text through finding the theme.

This is an instance where Bella might have been responding to the phrasing of the question asked of her ("...what's the other one though?"), which indicated there was a certain answer to be reached. However, Bella's words "I don't want to be wrong" again demonstrate her desire to be right as a learning and developing professional.

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Bella's focus on being right also came through during her post-conference for her second coaching cycle. During the fall of that school year, Bella expressed to an administrator in RT that she wasn't always leaving literacy content coaching cycles with as specific of input or suggestions from me as she had expected she'd get from coaching experiences. Because of that, I began to make a habit with her (at the administrator's suggestion) of asking if there was anything we'd not discussed in her coaching cycle that she'd wanted to, or if she had any lingering questions. As we wrapped up our conversation about her second lesson and I posed a question of this type, the following exchange ensued:

Sherridon: Is there anything that you were hoping to get from this cycle or this post-conference that you didn't get that you want to keep thinking about, even though we're kind of moving on [to her science coaching cycle], or anything you'd like to just think some more about?

Bella: Not that I can think of. I felt like this was, like, this lesson overall went really well for me and I felt like the plan for me was really well.

What stood out to me in the excerpt above was Bella's evaluation of her own "performance" as a teacher in her statements that "...this lesson overall went really for me" and "the plan for me was really well". Absent from her comments was any reference to if children had learned from her teaching, or a concept from the coaching cycle she'd like to keep grappling with or practicing in her lesson enactments (in chapter five, I will take a deeper dive into contextual factors in coaching, RT, and Bella's school that I suspect reified her focus on herself in this instance).

Bella wanted children to be "right". Bella's data provided evidence to suggest her focus on the need for herself as a learner to be right, or to do things in correct ways, manifested when

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she planned and enacted her reading instruction. I observed this happen primarily through her efforts to get children to "right" places or "right" understandings, like during our conversation in her first pre-conference. Bella was describing a think aloud she'd done the week prior, when she made a comment that demonstrated how her focus during that lesson became less on the literate behavior she was modeling through her think aloud and more on getting children to see a specific interpretation of the fictional text they were reading:

> Bella: I did this with [CT] for *Casey at the Bat*, because we pulled a small group and she modeled and then I went through and modeled the next group and I thought aloud what I was wanting them to get in the next little area [of the text].

I took note in this quote of Bella's statement, "I thought aloud what I was wanting them to get in the next little area". As additional excerpts will show throughout this section, this comment fits within a larger pattern of Bella's data in which it was not uncommon for her to shift her instructional focus away from demonstrating and coaching literate behaviors and become distracted, instead, with guiding children to specific answers or interpretations of what they read.

This (mis)understanding emerged a second time on day two of Bella's first pre-conference (we met in two parts across two days for that planning session), when Bella provided the following rationale for why she wanted an exit ticket to require students to identify the theme of a poem from a specific line of text she assigned to them, rather than let students write down what they thought the theme was and then select their own lines from the poem in support of their answers:

> Bella:...we [Bella and Yadelis] discussed what we feel would be best for the exit ticket and that would be, like, giving them the specific line of line two [to interpret]: 'We carry soil in small bags. May home never fade in our hearts', because in that line it has the

main theme of the poem, which is immigration, and it talks about leaving home and immigrating and out of all the lines in the poem, that one really stuck as...the main theme. Because you can go to other lines and you don't really unpack the theme from it. So this one at least has the theme…

This quote demonstrates both a piece of knowledge Bella held *and* her (mis)understanding: Bella's selection of line two of the poem for children to interpret, due to strong clues it held about one of the poem's major overall themes, shows she understood a teacher has to make sure the assessment they provide a child with does, in fact, give the child opportunities to demonstrate the skill being assessed; line two would have done that.

At the same time, subsequent remarks she made, such as "in that line it has the main theme of the poem" and "you can go to other lines and you don't really unpack the theme from it. So this one at least has the theme" indicate she was thinking in a narrow way about how theme(s) is/are inferred from a text. By definition, a "theme" is an idea that runs through the entirety of a piece of writing; in the case of poetry, although some lines may be more direct than others, readers create meaning and form inferences about theme(s) given the sum total of the words, phrases, and lines in a text as whole, as opposed to just one line "[having] the theme". Bella was not yet able to see at this point in time that the poem she was teaching from contained multiple themes (i.e., experiences of refugeeism, consequences of war, resilience) for children to identify, using various aspects of the text, and not just one theme.

Thinking in terms of "getting" to a specific place was also evident during Bella's first post-conference, when we reflected on the aforementioned lesson related to theme. In reference to how she had coded her lesson recording, Bella told me:

Bella: …at 7:45, I put [coded], 'guiding thinking by making a connection to what a

student had previously said, to try and get the students to where I needed them to be'.

In my analysis, I took note of Bella's statement "to try and get the students to where I needed

them to be". I noted that her words "where I needed them to be" are oriented at leading students

to a destination of meaning that she had in mind and did not center children's needs (what **they**

need from a teaching moment) or reflect awareness that multiple interpretations and

understandings of the poem were available to children.

In response to Bella's comment, my analysis examined Bella's video codes for this

lesson to confirm how she'd coded the 7:45 mark of the video. As she stated in the above quote,

she did remark in her code at the 7:45 mark that she was guiding children's thinking to "get the

students to where I needed them to be". As I detailed previously, Bella did show knowledge that

teachers consider students' needs when designing instruction; ultimately, however, her

(mis)understanding resulted in a more consistent focus on students "arriving" at particular places

in relation to the standards she was required to teach, and this distracted her from staying tightly

focused on coaching her students through the messy process of acquiring literate behaviors and

making meaning, and from engaging with them in ways that made multiple interpretations and

understandings of texts available to them.

In addition to her transcript data, video evidence from Bella's in-the-moment teaching

decisions support the finding that she (mis)understood the point of reading instruction to be to

get children to arrive at a specific "place" in response to reading. For example, at the 3:40 mark

of the recording of Bella's first coaching cycle lesson (related to identifying the theme of *Things

we Carry on The Sea* poem), Bella told the children:

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Bella: I'm going to give you guys time to go through and reread the poem and then we're going to come back together and we're going to come up with a theme as a class.

Bella's statement "we're going to come up with 'a theme' as a class" in this moment indicated the students would generate just one theme as a group (although multiple interpretations of the theme could be supported by the language in the poem). After the class reread the poem silently, an exchange took place on this recording wherein Bella stood at the front of the room as multiple children at one time called out ideas in an attempt to answer her question about what the theme of the poem was. Bella quieted the room so that one speaker at a time could talk, and then, around the 8:38 mark in the video, she pointed off-frame and said to one child:

Bella: …stand up and share. What'd you just say? Because you had it.

In my analysis, I noted that Bella had multiple options of children whose thinking she could have pursued: Although difficult to understand, a few children leading up to this moment had been calling out ideas. But, when Bella heard a student say something that matched with what she had in mind ("you had 'it'"), she zeroed in on that child, effectively ending the conversation and the investigation of other potential themes in the poem.

The influence of this (mis)understanding on Bella's teaching behaviors remained evident throughout her second coaching cycle data as well. For that cycle, she taught a lesson focused on using context clues to identify the meaning of tier three, or "domain [subject]-specific" words. Some of the words she focused on had context clues for readers to draw on in the article students read, but others of them lacked strong context to rely on. For this reason, I felt the text was not well-suited for Bella's lesson objective; however, she was required to use it by her CT.

After she'd taught the lesson, at her post-conference, we had a conversation (initiated by me) about whether or not - in hindsight - the text she had taught from provided children with

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strong context clues to access the meaning of the words she'd asked them to focus on. At one

point, in an attempt to explore the idea that there is a place for explicit, direct vocabulary

instruction (since readers can't always rely on context clues), I asked Bella:

> Sherridon:...based on your knowledge of your coursework and things you've read, are
>
> there times in your mind when we might engage in some direct teaching of vocabulary?

Bella responded in the affirmative ("Mhm"). At first glance, as I analyzed this part of our

conversation, I thought her affirmative response indicated she understood direct teaching of

vocabulary is sometimes necessary. However, as I continued reading the transcript, I made note

of her reply to a second question I asked, as her stated rationale for engaging in direct vocabulary

instruction provided evidence to suggest that she would determine when to engage in explicit

word teaching not based on the context available in a passage, but on whether or not children

were likely to all understand how to use context clues "in the moment" (of a lesson):

> Sherridon: How would you distinguish [...] times to do direct teaching [of words] versus
>
> times to maybe pull in context clues?
>
> Bella: I feel like more of the direct teaching of vocab would be if you were in a whole
>
> group lesson, like right then and there, because you're not going to have time to go
>
> through and make sure that each student is understanding those context clues [...] I think
>
> for me when I teach whole group, if there's a word, I mean sometimes I'll go and I'm like,
>
> 'Okay, what context clues can we use?', but most of the time I feel like I give it to them
>
> explicitly. And then when I pull groups, I go further into vocabulary.
>
> Sherridon: You kind of feel like the format of the small group provides you time to dig a
>
> little deeper into practicing context clues?

Bella: Mhm. Because I feel like when I talk with kids, they all have different

understandings of the words that they're using. So they all have different viewpoints of it.

Whole group teaching is an instructional format intended to expose children to a teacher's

demonstration of literate behaviors and/or directly teach them content and information related to

the lesson objective. For this reason, we would, indeed, expect a teacher to be more direct and to

engage in explicit teaching during a whole group lesson. Bella's comments above indicate she

would be more direct/explicit during a whole group lesson, but her reason for why is notable:

Instead of being linked to the primary instructional purposes of a whole group format, it had to

do with her perception that her students would not all come to an understanding of how to use

context in the moment during her instruction ("because you're not going to have time to go

through and make sure that each student is understanding those context clues").

Bella also stated the potential for children to have varying understandings of a word's

meaning (something that could be appropriate, given the multiple meanings and/or

multidimensional nature of many words) was an additional reason she might be more direct

during whole group vocabulary instruction ("Because I feel like when I talk with kids, they all

have different understandings of the words that they're using. So they all have different

viewpoints of it"). Bella's (mis)understanding that there an "it" meaning ("most of the time I feel

like I give it to them explicitly") to words, along with her desire to keep everyone, essentially,

"on the same page" while she taught, lead her to determine whether or not to be explicit in her

teaching based on children's likeliness to all arrive at understanding, instead of what her overall

goals for instruction were (which, in this lesson, were to model and practice how to grapple with

context clues to approximate word meanings).

Another comment Bella made during her second post-conference that indicated her goal was aimed at getting kids to a particular "place" in response to a text came when she told me she, at times, had a hard time filling in the part of her RP lesson plan template (which her field supervisor required her to use) where she was asked to anticipate possible responses children might have to her questions and how she could respond to those ideas. She told me:

Bella: I feel like sometimes I don't know what, where they might be coming from, so I just think 'This is where I want them', so I'm anticipating they'll be here…

[*both laugh*]

Bella: I know. Um, I don't think it's that I don't understand [how to fill out the lesson plan section], I think I just don't think enough about it.

Bella indicated in this excerpt that sometimes she didn't "think enough about [children's possible responses to her instruction]" because (a) she just didn't have any idea of how they might react to the lesson ("sometimes I don't know what, where they might be coming from"), and (b) she already had in her mind where she wanted them to arrive ("I just think 'This is where I want them"). This lead her to expect they'd be where she wanted them ("I just think 'This is where I want them', so I'm anticipating they'll be here"), which prevented her from responding to where they actually were in-the-moment (as future evidence will show).

It's important to note that during this second coaching cycle, while Bella's remarks did reflect her misguided goal to have children arrive at common end points in response to instruction, Bella also demonstrated a strength in that she was able to approximate the modeling language we planned for during her lesson enactments with a fair amount of skill (see Table 14 for samples of these moments from the video).

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What was interesting was how Bella structured the group procedures once she finished

her initial model we'd planned together (featured in Table 14): Her attention shifted towards

getting the children to understand the word meanings (a secondary goal), and she had difficulty

facilitating conversation in the group about *how* they'd arrived at their understanding of the word

meanings using context clues (which was her primary objective for the lesson).

Table 14

Bella's Successful Attempts to Enact Her Planned Model

Time stamp	Think aloud excerpt:
4:02	[After reading "*extraterrestrial gardening can be tricky*" from the text.] "Huh, that's a really big word, right? So, I already have it circled on my page, but I'm not sure what it means, so I'm going to use the context clues around it to understand what it might mean."
4:27	"When I look at the word *extraterrestrial,* I know it's a compound word, which means it's two words put together to make one word"
4:50	"It's '*extra-*' something, but we don't know what, so let me think…"

I saw this happen in her teaching, too. For example, in the way her intervening in

children's reading and conversations (as they attempted to practice using context clue on their

own toward the middle of her lesson) created the following pattern of instruction: (a) Release

students to work, (b) students work with a buddy (without her coaching), (c) students come back

together to answer questions.

What was missing from this pattern was teaching: She focused less on the process of if/how kids accessed a word's meaning (in other words, how they'd used context clues) and more on if they could tell her what each word meant. Two instances when this occurred came as children discussed the possible meaning of the word *chamber*. As children read an assigned section of the passage together and paused to wrestle with words they didn't know, Bella overheard two students discuss the meaning of *chamber* (unsure of what it meant). She asked the two students if they'd come to a word they weren't sure of, to which they replied "chamber"). In response, at the 9:08 mark on the video, she asked them:

Bella: *Chamber*...do you know what that word might mean?

The students had already told Bella they did not know what the word meant, and, interestingly, Bella's response to them above did not initiate a coaching interaction in which she directed them to draw on available context clues (again, which was her objective) to access the word's meaning. Instead, she went to whether or not the students could tell her the word's meaning (the "answer").

A short time later, Bella called the group together by saying at the 10:28 mark:

Bella: ...from what I'm hearing, you guys are focused on the word *chamber* [...] what can we infer *chamber* means?"

Bella's objective of coaching children to use context clues could be facilitated through a question like "What context clues are available to help us understand what the word *chamber* means?", or, by shifting back into a more explicit teaching posture with a statement like, "Let me show you what readers do when they do not know what a word means…" However, I noted her (mis)understanding (that children needed to get to a "right" answer) manifested through how the question she posed focused on if the students knew what the word *meant*.

In response to that question, a student gave a reply that was partially inaudible, but (judging from Bella's reaction) did not indicate to me they understood the word, to which Bella replied at the 10:40 mark:

> Bella: Yeah, and if we look, it even says 'Dr. Musgraves quit growing seedlings IN [emphasis in original] the chamber', so we know…[a *chamber*] is something that grows INSIDE [emphasis in original] of something, right?
>
> Children: Yea
>
> Bella: Ok.

I noted in the above interaction that Bella moved quickly to doing much of the work of this moment for the students to lead them to "the right answer". Although previously in her pre-conference she mentioned that in a small group setting she would have time to give children more practice explicitly uncovering the meanings of words, when she had the opportunity to do that here by scaffolding them to notice available context, she moved right away to (a) providing the word's definition [albeit a confused definition] ("so we know…[a *chamber*] is something that grows INSIDE of something, right?"), and (b) highlighting the context students could have drawn on to identify the words meaning ("if we look, it even says 'Dr. Musgraves quit growing seedlings IN the *chamber*'"). In short, Bella's lens that it was important for children to all arrive at correct understandings seemed to get in the way of her giving children prompts or guidance, and then also giving them time to act strategically in response those supports.

Bella's words versus her actions. In my analysis of Bella's data set, I noticed a pattern appear in her comments that, at first glance, seemed to be an area in which she held two opposing ideas unconsciously: On the one hand, both transcript and video evidence indicated she viewed the world through a right/right binary lens. On the other hand, her transcript data (but not

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her video data) also suggested she at least thought she believed that children are likely to do better in lessons (and better, in her mind (as I'll show) meant (a) they'd be more confident, and therefore (b) they would participate more) if/when they did not worry that there was a right or wrong answer in a given instructional situation.

I wrestled long with which of the aforementioned ideas best represent what Bella truly believed. As I continued to iteratively analyze Bella's transcripts and teaching videos, I ultimately identified that Bella's core belief (that reading instruction should lead children to a "right" place) could actually be related to the seemingly opposing idea that they'd do better if they thought there was no "right or wrong": If, in Bella's mind, it was very important to be right, and she knew that she, herself, would tend to try something only if she thought she could get it "right", it would make sense that she would believe that about the children she taught, too (as I will show). Therefore, a consequence of her (mis)understanding that reading instruction should lead children to "a place" was that Bella developed an adjacent line of thinking (and a (mis)understanding, but one she did not *act* on) that if she could make children feel more comfortable by creating a feel that there was no right or wrong answer to be had, then children would do "better" (be more confident/participate more).

One way this belief appeared in her data came during a conversation at her second cycle pre-conference about the benefit of modeling when it's apparent children need it, when I asked her, "...what would that [modeling] achieve? What are some things that that might achieve?" After a long pause, Bella responded:

> Bella: It's showing them that I, as their teacher, still have to talk everything out, and I'm not looking at them to see if it's a right or wrong thing. I'm showing them that I have to work through it, too.

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At the start of Bella's section in this paper, I mentioned that I consistently noted places in her transcript data where she seemed to have general knowledge about when and how to enact certain practices, but did not have as strong of a grasp on the purpose behind those practices; this was one of those moments I noted. Across her first coaching cycle, Bella seemed to grow increasingly aware in our conversations that modeling is an important teacher behavior, and in her second coaching cycle, her actual enactment of modeling was stronger than in her first cycle. However, the reason she gave in the above quote for why she would model did not relate to the professional goals of modeling (i.e., demonstrate literate behaviors, make clear how those behaviors look/sound).

Instead, her stated reason modeling would be of value was because it could create an atmosphere wherein children did not feel that what they were being taught to do or asked about had a "right or wrong" to it. Her comment above points to a thought process on her part in which children would see she, herself, "still…[had] to talk everything out" and had "to work through it [the literate behavior], too", as opposed to highlighting the reason we'd discussed for modeling throughout our interactions during her first coaching cycle (to scaffold children's development in relation to a particular literate behavior).

Another instance when this same rationale for modeling came through was at the end of Bella's second cycle pre-conference, when Bella had decided to make modeling the focus of her hypothesis statement. As we thought together about how to word her hypothesis, the following exchange took place:

Sherridon: So: 'If I model explicitly how I as a reader work through'…do we like the word mistake or difficulty?

[*pause*]

Bella: Difficulty.

Sherridon: Okay. 'Work through a difficulty' - and I wonder if we say 'a difficulty I encounter'...maybe, 'I encounter when reading'?

[*silence as both write down the hypothesis they've generated so far*]

Sherridon: THEN, what do you predict - as a teacher, and you've made that decision, why...what do you predict that's going to do for them? Or that you'll start to see in their learning?

Bella: I think that it'll help the students feel more confident when trying to uncover these words when they're reading.

Sherridon: Okay. And how might confidence 'manifest'? What might that look like or sound like when you're circulating?

[*pause*]

Bella: If they're working with a partner at that point in time, they'll probably be more in tune to share their thoughts versus if they weren't sure at all. They might not want to share because they wouldn't want to be wrong.

When asked what the benefit of modeling could be, Bella bypassed key outcomes such as children imitating her reader behaviors and/or taking up the language she modeled, and, instead, highlighted its value, in her eyes, as being that it might help children feel more *confident*.

Although Bella used the word "confident" here, what she was actually referring to was *comfort*. As Bella stated during her very first pre-conference, when she was a K-12 student, she chose to do things she thought were easy since she knew she could get those things "right". Put differently, this would mean she avoided uncertainty when possible when taking on tasks and did what was comfortable for her.

The quote above provides evidence to suggest Bella held a belief, one that was likely tacit, that her current students were like her. Therefore, if she could create a more comfortable environment for them (by giving them a partner and modeling difficulty herself), they'd be more likely to participate because they would not be worried about being wrong. In her eyes, children who felt confident (comfortable) would "probably be more in tune to share their thoughts versus if they weren't sure at all" - a statement which reflects how Bella, herself, operated as a learner.

There are numerous problems posed by a teacher's (mis)understanding that building confidence is a key goal of modeling. First, feeling comfortable (which Bella mistook for confidence) does not indicate a child has developed (a) understanding or (b) proficiency with a literate behavior. Additionally, a teacher is likely to make distinctly different choices in their instructional design if they are focused on creating lessons that lead to children's comfort as opposed to lessons that provide children with opportunities to develop literacy/reading practices such that they can begin to effectively leverage those practices with increasing proficiency.

At one point, during her second pre-conference, Bella asked me if she should begin her model by showing how she, as a reader, would handle it if she experienced difficulty understanding a word she came across, or by successfully drawing on context clues to access the word's meaning. When I asked her to think through benefits or downsides of both options (starting by modeling difficulty versus starting by modeling instant success), Bella suggested she start by modeling herself experiencing difficulty, because, she theorized:

> Bella: ...if you show them the straight through example [I inferred "straight through" was in reference to what she saw as the example where she would be "right"], they might get to the next word and have no idea and they're like, 'Okay, I can't do this'.

It is true that there are benefits to showing children how a teacher navigates difficulty - this is part of why we planned for her to do that. What is notable is *why* Bella was hesitant to begin by modeling a successful example of uncovering a word's meaning using context clues: Her words suggest she thought that showing kids how she successfully implemented this particular reader behavior ("if you show them the straight through [successful] example") might cause them to feel like they couldn't do that, too, when they came to a word they didn't know ("they might get to the next word and have no idea and they're like, 'Okay, I can't do this'").

This is a misguided perspective, in part, because modeling successful attempts at using context clues is precisely for the reason that we anticipate children will, indeed, encounter words in texts whose meanings they are unsure of. In those moments, a teacher's modeling serves as a template for them to imitate in their approximations of the skill at hand. Bella's comment above indicates she saw the purpose of modeling difficulty for her students not so much as to provide them with behaviors to imitate when they encountered difficulty with words, but so they didn't lose confidence in themselves when things got hard.

Bella referred to the concept of "confidence" a second time during her second post-conference: I thought it was important for Bella to notice that, in her lesson video, when she had engaged in explicit teaching by enacting her scripted model for her small group vocabulary lesson, children had begun to try to infer the meanings of unfamiliar words using clues from the text (which was the objective of her lesson). In the transcript from this conversation, Bella bypassed how her model had given children something to imitate and to work off of, and, instead, shared a somewhat confusing inference that children were able to experience some level of success because she had showed confidence as the teacher, which resulted in students not being worried about if they were right or not:

Sherridon: So I think when kids are successful, it's important to stop and think about naming what you did that you feel like influenced their success so that you can repeat it in the future. So in your mind, what is the connection between the planning and the careful scripting that you did in preparation for this lesson and then the success that they experienced?

Bella: Like I felt prepared, so I feel like that showed more confidence on my part, which in turn helped them.

[*pause*]

Sherridon: How specifically, how did that help them? What did you see in that video when you watched it?

Bella: They were all, it wasn't like they were like sitting back questioning if what they were sharing was going to be correct. They shared because they felt like whatever their answer was to my question or understanding the word, they felt like it was going to be valued and it wasn't just being said and like, 'Ooh, it's not right' type of situation.

I wrestled through many iterations of reading and rereading this part of Bella's second post-conference in order to make sense of her logic about the relationship between her own confidence, students' success, and the students not being worried about if they were "correct"/"right".

I noted that Bella recognized her strong preparation had lead her to feel more confident while she taught, and preparation is certainly an important aspect of teaching - and one RI emphasized as a tenant of both professionalism and effective instruction. At the same time, in her comments above, Bella was not able to make a connection between the strong demonstration practices she'd enacted and how those practices supported her students.

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Instead, she interpreted the success of that moment through her (mis)understanding that children will do better if/when they are not worried about being "wrong or right": In her mind, she had been confident as she modeled because she had planned well ("I feel like that [preparation] showed more confidence on my part, which in turn helped them"). For some reason, she concluded it was her own confidence that lead children to (a) not worry about if they would be "correct" ("it wasn't like they were like sitting back questioning if what they were sharing was going to be correct"), (b) feel that their ideas would be valued ("they felt like it [their answers] was going to be valued"), and (c) feel like their answers would, essentially, not be evaluated or redirected ("they felt like [...] it wasn't just...like, 'Ooh, it's not right' type of situation").

My analysis lead me to conclude that because Bella, herself, attributed much importance to being right, she assumed children shared during the lesson not because she'd provided them with the explicit teaching needed for learners to imitate literate behaviors (which she had, at the onset of the lesson), but because they did not experience worry about if they would be wrong. As I iteratively analyzed Bella's entire data set, I contemplated how she could, on the one hand, be concerned with herself and her students "being right" (in planning and instructional situations), but also explicitly theorize that students would do best if they were NOT worried about being right. I ultimately arrived at the conclusion that the former was Bella's deep-seated belief (it is important to be right), while the latter was an idea she claimed to hold to (children will do better if/when they aren't worried about being right or wrong) but, because it was not what she really believed, her in-the-moment teaching decisions were more in alignment with the importance she placed on being right (her deep-seated belief).

I established this by examining Bella's video evidence for in-the-moment teaching decisions that would indicate she was attempting to make kids feel at ease, feel low levels of risk, and/or feel that multiple interpretations/understandings were possible in various reading contexts. However, I could not locate evidence that Bella's theory that children will do better if they aren't worried about being wrong "showed up" in her teaching.

In contrast, as past evidence in this section demonstrated, when children experienced difficulty, or suggested ideas she hadn't expected to encounter, she had a hard time "staying with" them and coaching them, and, instead, tended to go right to telling them answers or just not addressing what they'd said. As prior evidence showed, she also phrased questions and facilitated discussions in ways that pointed children to the "a" place, or one interpretation of a text, which did not create an atmosphere where it seemed that multiple understandings could be "correct" or valuable. In chapter five, I take up a conversation about this interesting discrepancy in Bella's data and what I believe teacher educators can take from it to inform their practice as they help preservice teachers clarify their beliefs (to themselves) and then examine if and how their teaching decisions align with those beliefs.

Teachers are not direct and/or explicit during modeling. A second (mis)understanding I documented in my analysis in relation to ways Bella (mis)understood the purpose of reading instruction was her confusion that teachers are not direct and explicit during times of modeling and supporting children. Before I describe this (mis)understanding, it's important to restate that, although Bella didn't always understand the purpose behind modeling, she did show an ability to approximate demonstrations and think alouds with a level of skill I considered to be appropriate for a preservice teacher who was approaching the end of their teacher training program. Preservice teachers develop across a continuum, so I expected to find some inconsistencies in

Bella's (and all three participants') modeling moves and abilities and considered that to be a "normal" part of preservice teacher development.

However, pertinent to the (mis)understanding I will describe in this section, I noticed that when Bella was planning for her lessons (in transcript data), and/or children were uncertain of themselves (during teaching moments in videos), what came most automatically to her as a go-to response was to approach students with a "quizzing" disposition, either by planning for questions she could ask as part of instruction (in lesson plans), or, by initiating questions or responding to children in-the-moment with questions. As I will show, she also made statements that directly indicated it was, in fact, her goal for children to do or understand certain things without her help.

One example of this behavior came early on in my coaching with Bella during her pre-conference. As I mentioned before, Bella, Yadelis, and I met across two days to plan their first coaching cycle lesson. At the beginning of our second meeting, after Bella and Yadelis had made a start at scripting out the introduction for their lesson together, Bella told me:

> Bella: Now I have a question. I think this is where we [Bella and Yadelis] are going off in our separate directions, is phrasing this question in our introduction.

In response, I asked her and Yadelis if they would like to get started with the rehearsal part of our planning time so I could hear more about how they each wanted to phrase the "question in…[their] introduction". Bella initiated going first for this and read me the question she had scripted out since we last met:

> Bella: 'Yesterday you read the poem, *Things We Carry On The Sea*. Since I was not here, who can summarize the poem and what you learned yesterday?'
>
> Sherridon: Is that what you want them to do off the bat? Summarize?

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Bella: I want them to be able to tell me what they did [yesterday] and that way I can see,

like I can gauge where they're at and if I need to go back and cover something.

At the beginning of a lesson focused on how words and phrases come together to form the

theme(s) of a text, as this lesson was, it could make good sense for a teacher to start off by asking

children to get oriented once again to the text by reminding themselves of what the poem was

about, broadly. However, Bella's reason for starting her lesson with the question, "Who can

summarize the poem and what you learned yesterday?" had a clear assessment purpose behind it

as opposed to an instructional one, given her goal was to elicit what children knew in order to

gain insight into what material needed to be taught ("that way I can see, like I can gauge where

they're at and if I need to go back and cover something") - something that should be done prior to

designing and teaching a reading lesson..

This is an interesting situation in the data: First, it's a demonstration of knowledge that

Bella showed an intention to link her instruction to what her students may have needed support

with after the first day of being introduced to the poem (a day when she was not in the classroom

because she was in RP coursework at the university). It is also true that assessment does not take

place solely during formal or isolated "testing events" (for example, a teacher may use formative

assessment tools to monitor how children's understanding of an objective is progressing

throughout instruction).

And yet, it is also notable that Bella intended to enter this lesson without already holding

an understanding of what children needed to be taught. In her mind, instead of orienting the lead

up to her model in terms of clear, direct language that transitioned her toward thinking aloud and

demonstrating the skill at hand that day (attending to how the words and phrases in the poem

pointed toward its themes), her mind went to how she could begin by finding out what children

knew (assessment), and, from there, she would teach them what they needed by way of reminder.

Ultimately, I prompted Bella to gain information about how children had done while

she'd been away from the classroom from her CT prior to teaching her lesson, which she agreed

to do and we made plans for how she could focus the modeling in her lesson on attending to the

figurative language in the poem (which was her primary objective). However, when we spoke

after she taught this lesson, Bella told me she had not spoken with her CT prior to teaching her

lesson. This meant, at the start of the lesson:

> Bella: All I knew was that they had read through it [the poem], but I didn't know much
>
> more about it [yesterday's lesson].

Although it's true Bella genuinely began teaching this lesson with no knowledge of how the

children had responded to the lesson the day prior (a finding that points towards a gap in

communication with her CT- something I deal with in chapter five), it is also noteworthy that she

had already planned to ask her opening assessment question as far back as the initial planning

stage of the lesson during her pre-conference. Her initial suggestion that she begin the lesson

with that question demonstrates her decision to begin with an assessment question was not solely

related to her uncertainty about what the children understood from the day before.

Bella's lesson ended up unfolding essentially in alignment with her initial plans (to start

by assessing the children), when, around the 2:08 mark of the video, she asked an informal

version of the question she'd posed during planning and a long back and forth with the students

ensued in relation to what had gone on during whole group time the day prior. From there, the

children's responses indicated they came away with an overall feeling that the tone of the poem

was "sad", and knew that Bella wanted them in some way to use a past mnemonic tool they'd

learned about ("author's specific word and phrase choices" [ASWPC]), but they still had a very early grasp on what the poem meant or was in reference to.

For that reason, Bella released them to reread the poem "for three minutes". At 4:04 on the video of this lesson, the children began their silent reading, and at 6:16, they returned to discuss, first, what "theme" meant. This set into motion a long back and forth in which Bella posed a question of the children, and their responses showed their limited understanding both of what "theme" means, and, what possible themes might be represented in the poem. Below is an extended excerpt from this part of the lesson, beginning from the 6:29 mark. Although it's lengthy, it's useful to illustrate the extent to which Bella defaulted towards asking children questions even after children provided extended evidence they needed some kind of explicit teaching or demonstration:

Bella: Who can tell me what "theme" is? How do we find the theme of the story?

[...] Who thinks they know?

Child 1: A lesson from the story?

Bella: Does anyone want to add to that?

Child 2: ASWPC.

Bella: ASWPC? And what is ASWCP?

Child 2: Author's specific word and phrase choice.

Bella: But how does that connect to the theme?

[*long silence*]

Bella: Anyone want to help her out?

[*pause*]

Bella: Alright, so, the theme of the story is what the story is mostly about. And we can find that by using ASWPC to use that author's specific word choice to help us connect and find the theme of the story, right? So you guys had it, you just didn't put it all together. So after rereading this poem, what do you think the theme of the story might be about? [...]

Child 3: [inaudible]

Bella: Well, sad is a feeling, or the tone, so it's not the theme, but what does the poem talk about? Do you know what it's telling us about?

Child 4: [inaudible]

Bella: Alright, about being sad, but why were they sad?

[*back and forth continues between Bella and students*]

In this excerpt, Bella did, eventually, decide to briefly shift away from questioning to directly provide the students with information (before shifting back to questioning again) when she said:

Bella: Alright, so, the theme of the story is what the story is mostly about. And we can find that by using ASWPC to use that author's specific word choice to help us connect and find the theme of the story, right?

At the same time, my analysis also noted the long series of questions Bella asked kids even when the lesson had been continuing for some time (approximately eight to ten minutes) and no child was able to demonstrate they understood what she wanted to make clear to them (the meaning of the word "theme", and what the theme of this poem was).

During Bella's post-conference, at one point, she thought back on the opening part of this lesson (including the lengthy excerpt above), and a probing question I asked provided interesting insight into why she chose to become more explicit at this point in the lesson. In her response

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below to my question, she misremembers this part of the lesson as being when she gave the

students the definition of "immigration" - in reality, that happened later in the lesson, and this

was actually the moment she reminded the students of what "theme" means and how it connects

to ASWPC. She told me:

> Bella: I knew they weren't getting it and, in my mind, I was debating whether I tell them
>
> or if I let them struggle with it, but I could tell they were already struggling. So I just
>
> went ahead and told them 'this is immigration'. I gave them an example and we moved
>
> on from there.
>
> Sherridon: Why did you decide to go ahead and tell?
>
> Bella: I thought, I don't know if it was the best instructional decision, but I thought they
>
> needed to know so we can move on with the lesson.

In this exchange, it's notable that Bella knew her students needed support, as evidenced by her

statements "I knew they weren't getting it" and "I could tell they were already struggling".

Indeed, she was able to identify when they needed support, and that's an important skill for a

teacher to hold. At the same time, although she saw their need for support, she debated about

whether she should "let them struggle with it" or be more direct with them about the content of

the lesson they were not yet understanding.

Ultimately, Bella made the appropriate call to be direct and provide the students with

information that could inform their understanding of theme and further the conversation in that

moment. But, she made that decision not based on the rationale that instruction is to provide

children with demonstrations and think alouds to imitate (as part of the learning process), but so

that the class "could move on with the lesson". This was an instance when Bella (mis)understood

that children experiencing difficulty (a) does not necessarily indicate "struggle", but a need for

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instruction, and that (b) difficulties indicate a need for additional modeling or coaching to provide children with models of literate behaviors to imitate, not so that a teacher can "move on".

Bella's (mis)understandings about modeling and the need to provide children with instruction during modeling also appeared during her first post-conference. Toward the middle of that conversation, I asked her if she had any questions about some of the things we'd talked about so far, particularly in relation to a discussion we'd had of her modeling approximations and ways she could have been more clear and direct in her teaching. She responded:

> Bella: I guess this isn't really like asking, more as letting you know. After this lesson, and I saw how it went, I was able to reflect, and I changed how I did things.

Bella's remark above shows how she was beginning to practice professional introspection and attempting to identify what in her teaching hadn't worked well, and make adjustments in response to that. This suggests the practice of supported reflection with a knowledgeable other (perhaps in addition to other supports she was receiving in her field placement) was helping her begin to examine her teaching even outside of coaching cycle.

However, as Bella continued on with her remarks, the next comment she made provided insight into how she was thinking about modeling:

> Bella: After this lesson, and I saw how it went, I was able to reflect, and I changed how I did things. Because for the assessment part - well not the assessment, when I let the students go and work independently with their groups, they weren't ready and I just let them go. [...] I didn't pull them back in.

I found Bella's self-correction of her choice of words ("Because for the assessment part - well not the assessment, when I let the students go and work independently with their groups") to be

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important. First, she shared that, during a lesson that followed the one she taught for her coaching cycle, she had realized she'd released her students too quickly to practice the objective in small groups. Initially, she called the practice time of the lesson "assessment time" - I interpreted this comment as a reflection of Bella's primary conceptualization, at that time, of what takes place at the start of a lesson (it's a time of assessment).

Bella continued her comments by stating that after she'd realized her mistake in the lesson when she released kids to practice too quickly, she subsequently taught another lesson (focused on cause and effect relationships in a text) in which she made the same mistake again, but that time, she caught her mistake and called the children back together so she could do some additional modeling to support them. She told me:

> Bella: ...I saw they weren't getting it, so I gave them a minute - I gave them two minutes to go back with their tables, reread, and try and figure out what the cause and effect was. And then we came back together and they stood up as I was reading, and we came to a cause. And they were like, 'This is [the] cause because…', then they had to defend it, and they understood it that way.

In my analysis, I took note of the fact that in the comment above, although Bella described what, to her, was a moment of modeling (or "re-teaching"), the actions she described do not indicate that any teaching took place.

Instead, children had "two minutes to go back with their tables, reread, and try and figure out what the cause and effect was" (assessment), and then they were given opportunities to identify causes in the text ("And they were like, 'This is [the] cause because…'"), and were then asked to defend their thinking. Depending on the specific students and a teacher's specific objective (combined with specific students' prior knowledge/skills), these actions could all be

useful and fitting. However, what makes them of note in relation to my analysis of Bella is that she provided this anecdote to me as a time when, in her mind, she saw herself as having seen children needed additional instruction, which she'd provided them with (though no actual instruction seems to have occurred).

I saw this same (mis)understanding of what instruction looks like during her second coaching cycle as well. One of the clearest examples of her hesitancy to directly teach students came during her pre-conference for that cycle when we planned her lesson together. Towards the close of that session, we rehearsed possible "coaching language" she could enact with children if they had difficulty using context clues to understand the word *extraterrestrial* (as we both anticipated they might) when they got to the partner practice portion of the lesson. As we began our rehearsal, I told Bella we'd practice how she could respond to a child if they had a hard time using context clues to access the meaning of the word *extraterrestria*l:

Sherridon: So…[*pause*] I need us to back up, sorry. What was the first thing you said, how you might initiate a conversation with them [a child stuck on the word *extraterrestrial*]?

Bella: [Suggest that they] Break down the word.

Sherridon: Okay. So what would that sound like? How do you think that would sound? Pretend I'm just sitting here: "Hmmmmm... [*Sherridon pretends to be a student who is stuck*]

Bella: Alright: 'So we see that this word is extraterrestrial, and we're unfamiliar with it. So how do you think we can go about trying to understand?'

Sherridon: [*Pausing the role play to coach Bella*]: Hmm….I think let's make it more specific than that.

My analysis of the above excerpt noted that when Bella role-played how to coach a confused child, her first instinct was to ask them to do what they'd already (hypothetically) demonstrated they did not know how to do: Use context clues to define *extraterrestrial*.

A similar hesitancy to explicitly coach students happened later in that same conversation: In the excerpt below, Bella was, again, role playing possible responses to me as though I were a student who was either shutting down or having difficulty noticing any context to use to access the word *extraterrestrial*. In addition to role playing Bella's student, I was facilitating side-bar conversations with her during this role-play to provide her attempts with guidance and support as-needed. Note that in my first response to Bella, I mistakenly say "while you're reading" (in reality, I, the pretend student, was about to be rereading):

Bella: [*Pretending to prompt a child to reread a sentence*] 'What if we looked at the word *extraterrestrial* and we back up and reread this sentence and think about, and...keep', bleh, 'keep *extraterrestrial* in the back of your mind.'

Sherridon: [*Pausing from role-playing as the child to coach Bella*] Why? What am I thinking about while you're reading? Why do I have the word in my head?

Bella: Because we're going to see if it connects to this sentence.

Sherridon: Okay. And then have me read it?

Bella: Yeah.

Sherridon: Okay. [*Pretends to be the student again and rereads the sentence*] 'She has spent the last ten years learning how to grow plants in space'. [*Resuming a coaching role again*] What part of that do you really want me to pay attention to?

[*pause*]

Bella: [The word] 'Space'.

Sherridon: So you might-

Bella: But would I tell them that?

In the interaction quoted above, Bella knew (a) the student she was coaching (hypothetically) had not been able to successfully notice useful context to infer the meaning of the word *extraterrestrial*, and (b) her purpose in intervening with the child was to guide their attention to the context in the sentence they could draw on to help them.

Although that was her purpose, she asked me if it would be appropriate for her to directly draw the student's attention to the part of the sentence (the reference to *space*) that could help them ("But would I tell them that?"), and, that she'd already seen they were not yet successfully attending to. This example, in particular, demonstrated how Bella was (mis)understanding the core purpose behind modeling and coaching children at points of difficulty.

A similar query appeared later in this same transcript from Bella's second cycle pre-conference. Originally, Bella had stated that since the children had experienced past lessons related to using context clues, this lesson she would be teaching should start with children reading and practicing that skill with a partner (without an opening model from her).

However, after we finished role-playing possible supportive responses for kids having difficulty with the word *extraterrestrial*, Bella realized that using context to access the meaning of the domain-specific (tier three) words in this particular passage was more complicated than she'd thought prior to rehearsal. For that reason, she decided it would be most appropriate to begin her lesson by modeling using context clues on the word *extraterrestrial* before releasing children to do any partner practice. As she was finalizing and writing down the exact wording she would use during her model on that word, Bella asked me the following question:

Bella: Okay. [*Repeating her modeling script out loud to herself*] 'So I know that *terrestrial* means 'on, of, or relating to the Earth' - um, question: So would I, if I'm modeling this, do I ask them what the word *extra* means? Or is that, I would just model the whole thing and not have them involved?

Bella's questions at the end of this segment demonstrate the (mis)understanding she held about modeling that persisted through her data: Although it might not be a problem for a teacher to ask children a question during modeling, the notable aspect of Bella's question is that she is uncertain about if children need to be doing some of the work in this moment (by answering a question), rather than her being explicit and direct from start to finish. She seemed to confuse modeling as a time when children would still be asked to demonstrate what they knew or could do.

An extended conversation I had with Bella, this time during her second post-conference, provided additional insight into her confusion that modeling is a time for children to demonstrate the skill(s) a teacher is meant to be teaching them: As I mentioned before, during Bella's enactment of this second lesson, she acted on my advice to be direct and explicit in her model from start to finish. This resulted in a reasonably effective model that one child, in particular, obviously benefited from (as evidenced by how she built off what Bella did and by her response to a question Bella asked at the end of the model).

When I watched the modeling section of Bella's second video, I identified that part of the lesson as a time when children learned because Bella engaged in explicit teaching. However, when Bella watched that moment, she interpreted it as a time when children had been successful not because of the model, but because they already understood what she was trying to teach

them. This became clear when, at the start of the second post-conference, I asked Bella to talk me through her observations about the video:

Bella: Okay. I'm sure when you watched it- because I was kind of, I guess I was a little disappointed and I shouldn't be. Because they understood the word *extraterrestrial* - because I was like, are you serious? 'Cause I felt like that was a word they weren't going to get…

Sherridon: Well they didn't initially…

Bella: But they got it faster than I thought. Like than I had anticipated.

Sherridon: Well, what might that mean?

Bella: That they understood.

In my analysis of this exchange, I was intrigued by Bella's choice of the word "disappointed" to describe her reaction to the students demonstrating understanding of what she was teaching them. I also noted that after I pointed out to Bella that the students did not initially understand the word *extraterrestrial*, then asked her what it might mean that they ended up understanding it faster than she'd expected (thinking she'd identify the role of the instruction in this process), she attributed their success to her belief they already understood the word, and not to her modeling.

At that point in the post-conference, I told Bella we'd come back to her comment that she was "disappointed" and asked her to continue on with her observations about the lesson. When we did revisit her comment, she elaborated on why she'd felt disappointed:

Sherridon:…Tell me more about your initial comment that you were disappointed about their reaction to *extraterrestrial*.

Bella: So when I was modeling it, I noticed that one of the students was picking up on what the word meant before I fully got through my, like, think out, think aloud of what I

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was getting to, which was great. Like she got there before I did, great. That's like what I wanted, but at the same time it was like, man.

Sherridon: So why? Why did you perceive that to sort of be, an issue maybe at the time, maybe - is that how you were feeling?

Bella: I think at the time I was just a little disappointed because I had planned like, 'Oh they're not going to understand this word'. I made the assumption which I shouldn't have and they got it. So it is a good thing.

This excerpt provides evidence that Bella felt she had planned in-depth to model something she felt her students ultimately did not need, and that led her to a feeling of what she described as "disappointment".

In my analysis, I found this to be noteworthy for two reasons: First, it was not true that the students, as a whole, understood the word Bella was modeling; one student was able to build off her modeling and call out her (correct) inference about the word's meaning after the group engaged in some back and forth with Bella as she thought-aloud, but Bella's own analysis of the video overlooked the fact that the other students in her group did not do that. Her modeling was certainly needed.

Second, Bella's comments show that she saw it as a "great" thing that her students (as a whole, in her mind) could do the thing she was "teaching" them to do before she had taught them to do it (i.e., "one of the students was picking up on what the word meant before I fully got through my...think aloud...which was great"; "she got there before I did, great. That's like what I wanted"; "they got it. So it is a good thing"). Bella (mis)understood that the point of teachers modeling is to provide children with literate behaviors to imitate, and, instead, wanted her students to be able to demonstrate their ability to do the behavior that was the focus of the

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objective for the day without instruction from her (i.e., "she got there before I did, great. That's like what I wanted"). Given Bella's first (mis)understanding I wrote about here - that teaching reading is about getting children to "right" answers - it is perhaps not surprising that she, in her modeling, hoped to see children demonstrating their knowledge/ability without her, and that remaining direct and explicit in her instruction was a challenge for her.

Bella's (mis)understanding that teachers are not direct - consistently - when they model, and her desire to see children demonstrate understanding about something before she taught them to do it "showed up" in her teaching as well. One of the clearest moments this happened was when, in her second video, before she enacted the model we'd planned together, she opened the lesson with a list of assessment-type questions around the :17 mark on the video:

Bella: Who can remind me what a domain-specific word is?

[*Children respond unsuccessfully*]

Bella: Ok...can you add on to that? What's the word domain - let's think about like this - 'domain specific'?

[*silence*]

Bella: Alright, how about this? [*Bella then describes a person the children know who has deep knowledge of the domain of "construction work", in an attempt to clue them in to the definition of "domain", then returns to her previous line of questioning*]:

Bella: So it [domain-specific] has to do with...what?

Child: A specific thing.

Bella: Yeah, so whatever we're talking about in the text. So, I want you to think: If this text is talking about farming in space, what kind of words do you think we're going to come across today?

When Bella broke from asking questions and provided the example of the construction worker that she thought would help the children, I noted that this was likely an attempt, in her mind, to be more direct and provide the children with support. Ultimately, the example was too abstract from the concept she was getting at, and it ultimately did not assist the children's understanding of the word "domain".

Although someone eventually provided an answer Bella accepted ("a specific thing"), their response was not the definition of a "domain-specific word" - which had been her original question, and this was an extended back and forth with children on the video in the service of something that was not the primary objective for the day. For Bella, both smaller, adjacent concepts, as well as concepts related to her primary objective for a lesson, became the subject of "quizzing" when she taught, and when she began to quiz children, she tended to stay with her questioning rather than fully respond by becoming more direct and explicit in her teaching.

After Bella had posed the last question cited above ("I want you to think: If this text is talking about farming in space, what kind of words do you think we're going to come across today?"), she initiated a second series of questions at the 1:51 mark:

> Bella: If you are unfamiliar with a domain specific word, how do you think you can find the meaning of it? If you come across a word you don't know?"

The answer to this question was, in fact, Bella's whole objective for this lesson: To model and demonstrate how she attended to context clues to access the meaning of unfamiliar words. This was the point in the lesson when the model would be appropriate to initiate (since she knew this small group needed support with using context clues). However, Bella continued with her line of questioning:

[*A child tells Bella you could read ahead or before an unfamiliar word to understand it better, and Bella responds*]:

Bella: Ahead or before - and do we know what that's called? There's a specific name for it.

[*long silence*]

Bella: Alright, so you know what it means, but I'll give you the actual word for it. It's called a context clue.

My analysis took note that Bella wanted the children to be able to tell her about context clues prior to teaching about them. Although at least one child clearly had some knowledge of the concept of "context clues" (given their suggestion to read ahead or before an unfamiliar word), the point is that Bella's instructional purpose for this day was to define, demonstrate, and then coach the concept of context clues. In place of beginning her lesson in an explicit teaching mode, she began in an assessment mode by asking kids to demonstrate knowledge/understanding of the thing she was there to "teach" them about that day.

As I stated before: It is not "wrong", per se, to start a lesson with questions. However, my analysis found questions to be notable when they were consistently the primary language move of a participant (as they were with Bella) during times of the lesson when (a) a model had been planned, or (b) children were experiencing difficulty and providing evidence they needed teacher support. In Bella's case, this finding was woven into her teaching across both coaching cycles.

(Mis)understanding two: Meaning/understanding develop quickly. Bella's (mis)understandings previously described suggest she needed support to develop an understanding, based on professional knowledge, that the goal of reading instruction is to facilitate learning, and that learning happens incrementally, across time, with the support of a

knowledgeable other (as opposed to happening quickly, or in isolated moments). My analysis identified a second way Bella (mis)understood how learning happens, and I phrased that (mis)understanding as her belief that *meaning/understanding develops quickly.*

Initially, I had phrased this (mis)understanding as "learning happens quickly"; however, upon additional iterations of data analysis, I did not believe I could support the claim that Bella believed "all children will learn quickly" in a broad, sweeping sense. Her attention to potential ways children could get confused (during her first pre-conference) and her ability to anticipate words children would experience difficulty with when reading (during her second pre-conference) supplied evidence to the contrary.

This lead me to examine what, specifically, Bella treated as something that could "happen" or "develop" quickly", and the evidence lead me to a revised conclusion: For Bella, meaning-making, or understanding of content, was something that could occur quickly if/when teachers had (a) previously told children information, or (b) children had done something in prior days. Although Bella showed knowledge of possible needs children would experience in relation to her lesson objectives, and an awareness of the complexity of the texts (in cycle one) and vocabulary she taught (in cycle two), she also made comments that suggested she thought if children had heard or done something that was complex before for a limited amount of time, although it would not guarantee they would do be able to reproduce/recall it, it was reasonable to think they that would.

This (mis)understanding appeared in Bella's first cycle when she and Yadelis discussed if they should assign children to interpret certain lines of the poem they were teaching as part of an exit ticket, or let them choose what lines to interpret:

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Yadelis: Okay. So for the exit ticket...so do you want [them] to create it or assign it to them?

Bella: I don't know, because the more I think about it, I like the idea that they pick it because what if they, I mean, we *hope* that they know what everything in it means, because it's going to be spent over two days, but if they truly don't understand like...what the author is saying in one of the lines…[*Yadelis interrupts with a response to Bella's comment*]

Bella's remarks here reflect an interesting combination of knowledge and (mis)understanding: On the one hand, in other parts of this pre-conference conversation (as she did, partly, here), she expressed she was hesitant to assign a particular line of the poem to children to interpret because it could end up being a line that they did not understand (whereas there could have been other lines they did understand, and could attach to the overall theme of the poem, if given the opportunity to pick their own line). This suggests she knew it was a possibility that the children would leave this lesson without completely understanding everything in the poem (which is a reasonable and even likely scenario to expect).

On the other hand, she also stated, "I mean, we *hope* that they know what everything in it [the poem] means, because it's going to be spent [read] over two days". This is a particularly useful piece of insight into Bella's thinking since she mentioned at multiple points in her pre-conference just how complex the figurative language in the poem was, and how "deep" of a read it was. Given the complexity of that language, the mature and unfamiliar themes of the poem (related to refugeeism, war, etc.), and the fact that Bella recognized all of that complexity, I found it noteworthy that she still thought she and Yadelis could "hope" the students would

"know what everything in it means" after two days of reading it. This did not seem like an expectation that was congruent with what Bella knew to be true of the poem.

This was a (mis)understanding that appeared in her teaching of this lesson when she realized her students had not left their encounter with the poem the day before she taught (when her CT first introduced and read it with them) with an understanding of its theme: Although, as previously stated, she recognized the difficulty of the language of the poem (and knew the children would need her support to understand that language), when she realized the children did not yet even hold an understanding of what the poem was about, she provided them with three minutes to reread it to themselves during her whole group instruction. Then, at the 7:39 mark of the lesson, she asked the students:

> Bella: So after rereading this poem, what do you think the theme of the story might be about?

In this moment, Bella attempted to generate understandings of the poem's theme (which would require an understanding of its complex figurative language) after three minutes (one independent rereading of it) and without any instruction taking place related to the figurative language in the text (which was her objective for that day's lesson). In chapter five, I address larger contextual factors that played into Bella's difficulty during this lesson that cannot be ignored (including the lack of communication she received from her CT, and the CT's unreasonable timeline for instruction during that week).

However, Bella's teaching decision nonetheless provides evidence of her (mis)understanding that meaning can be made quickly, because: When she was in an unexpected situation, her default was to ask the students to reread a difficult text and then offer insight into its theme - something that could only be done if the children held some understanding of the

poem's figurative language, which could not be expected of them after a period of three minutes of rereading and without any teaching from Bella about the language. Bella providing students with brief periods of time in which to complete tasks or generate answers to a question she posed was a pattern that showed up in her second coaching cycle as well (as I will show).

Another instance when this (mis)understanding appeared in Bella's teaching came a few minutes later in this same lesson from her first coaching cycle, when she began to enact her model of how she attended to difficult language in the poem in an attempt to analyze how it connected to the theme of the poem (which she ultimately told the students was *immigration* - a word she used mistakenly to refer to the concept of *refugeeism*). At the 10:37 mark of the video, Bella told the students:

> Bella: As I'm modeling, I want you to think about that theme of immigration and how it connects. And, then, when I send you guys off to do it on your own, you'll be able to connect it to the theme of immigration and how it connects with the author's specific word phrasing and choice in the poem, right?

This comment gives insight into Bella's apparent thought process about how understanding develops: As she referred to it, thinking "about that theme of immigration and how it connects [to the author's language choices]" is a deep, complex endeavor that would require any reader (in particular, fifth grade readers) to have multiple exposures to the poem, along with extended conversations and an ever-increasing understanding of the language and vocabulary choices of the author. In her first pre-conference, Bella stated that she, herself, had to give thought to what the poem and its language meant. In professional language, it could be said that developing an understanding of the poem's language and overall meaning(s) was an *unconstrained skill* (Paris, 2005) that was abstract in nature.

However, although Bella demonstrated (at times) an understanding of that fact, she made teaching decisions like the ones described here that did not align with her apparent knowledge of how difficult this poem would be for children to understand initially, such as telling the students that after they saw her model they, too, would be able to do what she did on their own ("And, then, when I send you guys off to do it on your own, you'll be able to connect it [the poem's figurative language] to the theme of immigration and how it connects with the author's specific word phrasing and choice in the poem"). This suggestion does not reflect the way young readers make meaning of complex texts (which requires repeated encounters with the text), and, it does not reflect what Bella knew to be true of this text, in particular, and its complexity.

After Bella enacted her model in this lesson, which lasted approximately eight minutes, she stood from the seat where she'd marked up the text in tangent with her modeling think alouds and asked the students:

Bella: Alright. So now, that was my think aloud model for you guys. How are we feeling? Do we understand the theme of immigration?

I found this moment in Bella's teaching to be important because her questions, "How are we feeling?" and "Do we understand the theme of immigration?" reflect two things: First, they mirror the first (mis)understanding I wrote about previously (that it is important for all of the students to arrive at "a 'place'" of understanding together), and, second, they demonstrate her (mis)understanding that meaning can be made quickly. It is reasonable to expect not every child would understand the theme of a text after eight minutes of modeling - but that is not the end goal of modeling (for everyone to understand at the conclusion of a model) because that's not how learning and meaning-making happen.

I saw this (mis)understanding appear again in a comment Bella made during her first post-conference: As I mentioned in a previous section, Bella, at one point during our first reflective conversation, described a time during a subsequent lesson that was not taught for a coaching cycle when she had identified children needed more support from her and she felt she'd been responsive to that in the moment:

Bella: I saw they weren't getting it, so I gave them a minute - I gave them two minutes to

go back with their tables, reread, and try and figure out what the cause and effect was.

In addition to noting this comment did not indicate any teaching took place when Bella saw her students needed help, I noted a second piece of insight it provided: When Bella saw her students were not able to identify a cause and effect relationship in the text ("I saw they weren't getting it"), her solution was to give them a brief period of time ("so I gave them a minute - I give them two minutes") to re-attempt this complex skill ("I gave them two minutes to go back with their tables, reread, and try and figure out what the cause and effect was") without her assistance.

Each excerpt previously cited here paints a picture that, for Bella, if children could just be given a chance to hear something, or, if they could have a second to go back and re-do it or reread it - they would then understand it. Although, at times, she spoke in ways that showed she knew certain content was complicated and difficult, at other times, she treated it as overly simple through the expectations she put on children that seemed, to her, to be solutions to their confusion, and this was the talk her teaching most closely aligned with.

I saw this pattern in Bella's second coaching cycle data set, too. For example, during her second pre-conference, when we read through a scientific article about gardening in space that she planned to use in her lesson to model attending to context clues, Bella initially thought reading through the text and practicing how to use context clues to access unfamiliar vocabulary

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words was something the kids could do independently, without modeling from her. She seemed to feel that would be an appropriate decision, in part, because her objective was an objective covered by fourth grade state standards (and she taught fifth grade):

Sherridon: Okay. Tell me a little bit about what they'll [the students] have already done by the…[time] you teach with this content?

Bella: So last week we went over domain-specific words and it was also in fourth grade standards.

Sherridon: Okay.

Bella: So they had to, in fourth grade, it was understanding fourth grade level texts, and last week we just kind of briefly introduced it but we didn't go in-depth with it. And so this week we're integrating it into, we have a different standard we're refocusing on, but we're still integrating it to where we're still pointing it out to them and having them notice it.

I noted that Bella referenced (a) last year, in fourth grade, and (b) the week prior, when they "didn't go in-depth with" the topic of context clues as her reasons for expecting children to work more independently with context clues in this scientific article in this lesson this year. On the one hand, it could be true that children might work more independently with a skill if they have already been taught that skill the school year prior.

However, in this instance, Bella did not offer any specific insight about her particular small group of students she was going to teach and what level of ability those specific students had in relation to using context clues. She acknowledged their exposure to context clues the week prior had been limited ("we just kind of briefly introduced it but we didn't go in-depth with it"), and indicated that during the week of instruction she was planning for, there was a new

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standard she and her CT were focused on, and context clues were being "integrated" into whole group instruction as a secondary focus. This implies children had received limited support related to context clues in recent days.

Bella's lesson for this second coaching cycle was going to be day two of working with context clues (her CT planned to teach a lesson prior to hers on the subject). This seemed to be another reason she thought it would be sensible to have her students work more independently on the day of her lesson (without modeling from her), as she indicated when, during planning, she talked me through how she wanted to begin her lesson:

Bella: So I came up with an introduction and questions I would ask prior. So for this, I said, 'We will be reading a new text today that goes along with our space theme. As we are reading, we will be focusing on domain-specific words. Who can remind me what a domain-specific word is?', and see if they're able to identify what it might be. And the next question is, if the domain-specific word is unfamiliar, how can you find out the meaning?', and that's what I'm hoping they would say, 'Oh, context clues', and see if they can understand what that is. And if they are, they can give me a definition of what they think it might be.

Sherridon: Okay. Has it been *taught* yet? Is that something you want to make a question, or do you want to just be explicit at that point in the lesson?

[*pause*]

Bella: By the time I teach this, we will have taught it.

It's important to note that teachers do instruct along a continuum of explicitness, depending on students' prior knowledge and what they have demonstrated they need support to do/understand.

However, what's notable is that Bella seemed to think here that because this would be day two of talking about context clues (and not the first time), that would mean her lesson could open with questions that assessed children's knowledge of the lesson objective (the skill she said she was going to *teach* them to do). This is particularly interesting since Bella acknowledged she, herself, had found it difficult to identify useful context clues in the lesson text to understand certain complex vocabulary words in the article. For example, at one point she stated:

> Bella: ...this text doesn't have pictures, but if it was a word, like the word, one of the words in here is *extraterrestrial*, and I honestly was stuck because I didn't even know how I would go about explaining.

Ultimately, this instance in Bella's second pre-conference indicated another mixture of knowledge and (mis)understanding on her part, since (a) she began by thinking children's limited exposure to context clues qualified them to work on their own, but then (b) through the process of rehearsing how she'd coach kids through difficult words, realized this skill was harder than she had originally thought and her students were likely to need modeling from her.

That realization came when, referring to the fact that her CT was going to teach a lesson on context clues before she did, she stated:

> Bella: And then based on this [our rehearsal], I feel like this would definitely, now that I'm looking at it, need to be modeled. This week, even though they're going to learn this, this is still really tricky. I had a hard time today.

Here, Bella made it clear that being required to specifically state aloud (via rehearsal) how she'd support a child through difficult words/context helped her to realize her students were likely to need more support than she'd originally realized ("...this would...need to be modeled"; "this is still really tricky. I had a hard time today"). This is an indication that, through her experience in

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her second pre-conference, she was able to come to an important realization about the complexity of the skill and the text she was teaching.

At the same time, her choice of words when she said, "This week, even though they're going to learn this" (in reference to the fact that her CT was going to teach a context clues lesson prior to her lesson) shows traces of her (mis)understanding that doing or hearing or seeing something in the past is tantamount to learning or understanding it: The fact that students, by the time Bella taught her lesson, would have been practicing context clues for two days did not, in and of itself, provide any specific information about if and to what extent Bella's specific small group of children could effectively and proficiently draw on context clues to access the meaning of unfamiliar words. But for Bella, brief periods of exposure to content (i.e., rereading for two to three minutes, practicing something for two days, etc.) repeatedly appeared to be conflated in her mind with children understanding that content.

I saw Bella's conflation of having done or heard something with "understanding" at a second point later in her second pre-conference, when we looked up the dictionary definition of the word *extraterrestrial* together and then discussed how that definition contained a word whose definition students would also need to understand in order to understand extraterrestrial:

Bella: [Extraterrestrial means] 'of or from outside the earth or its atmosphere'.

Sherridon: Okay. [pause] "of or from outside the earth and its atmosphere?"

[*Writing sounds can be heard*]

Bella: Yes. The Earth.

Sherridon: So as a teacher I'm thinking, to - within that definition is a word [definition] they might further need to find, which is *atmosphere.*

Bella: They, last week they had to do PowerPoints on planets and everyone had the word *atmosphere* in their vocabulary.

As I stated before: Children's prior exposure to content or a literate behavior, depending on the child, the extent of the exposure, and the depth/quality of the instruction they received, may, in fact, mean that they demonstrate increased proficiency with that skill or content. What's notable in Bella's remark above, as with prior remarks in this section, is that her comments did not indicate an awareness that understanding and ability can vary depending on factors such as individual learners, the depth and quality of instruction they received, what they are being asked to do, etc. If something had been told or shown to students in a setting prior to the instruction she was planning to enact in the future, that seemed to be conflated in her mind with the students having understanding it.

The primary way I saw this (mis)understanding "show up" in Bella's second lesson was in how, after modeling, she released the students to work in pairs, and from that point on, "monitored" them but did not implement coaching behaviors (instead, she asked them questions to see if she could "guide" them to right answers on their own). This part of the lesson began around the 7:29 mark, when Bella completed her model and then gave the students instructions for the next part of the lesson (which were to read the next part of the text in pairs and practice using context clues to understand "domain-specific" words). At the 7:53 mark on the video, Bella said,

So go ahead, you're going to have, I'll give you three minutes to read right now, okay? After the students began to read in pairs, Bella remained in her seat at the small round table where the lesson took place. The students read their articles together and paused when they came

to words they did not understand, most of which Bella and I had anticipated they would not know (and planned coaching language she could use to guide them to use context clues).

Bella asked her students many questions as they read through the article (i.e., "Did you guys come across a word that you weren't sure of?", "What do you think the word chamber means?") but did not coach them at points of difficulty. At the 16:27 mark of the recording, before Bella ended the lesson and excused the students from the table, she asked them:

Bella: And if you were to have to go take a test on this right now, what are the key things you'd be looking for when you're looking at those domain-specific words?

Although meaning, understanding, and literate abilities develop across time, Bella's question above showed her interest (after her 16 minute lesson) in assessing how her students might perform on a test if they were assessed on the content of her lesson that day. This question fits logically within Bella's overall framework of confusion about how learning happens (in addition to pointing to her treatment of reading lessons as times for children to arrive to certain places, and less as authentic reading experiences). For Bella, thinking of each lesson as one more brick she laid in an overall path of learning that developed in the long run was difficult, and that difficulty showed in both her talk and her teaching.

Participant Three: Lana

The oldest of my study participants, Lana, was a 26 year-old Caucasian woman. She completed her final internship in a kindergarten classroom at Lamar Elementary with a CT who had multiple years of experience as a CT. As I mentioned in chapter three, Lana's internship at Lamar took place under an administrator who specified what and how teachers taught to keep instruction in alignment with what would be assessed on each grade level's yearly standardized test, particularly in the areas of literacy and math. That administrator was known amongst RP

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colleagues as a "hands-on" administrator with an eye toward maintaining Lamar's satisfactory school grade from year to year.

During my data analysis, I found a limitation of Lana's data set was that I (as her coach) talked too much at certain points in her coaching sessions, particularly during her first pre-conference. Lana's was the very first coaching cycle I facilitated during the year this study took place, which may have contributed to this finding since I was not as experienced when I coached her as I was by the time I got to the other two participants' coaching cycles. Nevertheless, my analysis still found Lana's words and actions provided insight into her thinking, and yielded one primary (mis)understanding she held that manifested in two ways, as I will describe.

Perhaps the most interesting finding from my analysis of Lana's data was the striking contrast I found between her ability to talk about what it means to be explicit and direct in teaching (in her pre- and post-conference transcripts) and her actual teaching, which relied heavily on questioning instead of explicit modeling/coaching. In my analysis, I wrestled with the question of whether the distance between what Lana seemed to know based on what she said and what she actually did when she taught was because of (a) what Kennedy (1999) has termed "the problem of enactment" (which describes the difficulty preservice teachers have actualizing their ideals and/or pedagogies when they are faced with real situations in the classroom), or (b) the fact that she understood the concepts emphasized during coaching sessions (i.e., teachers need to be direct and explicit when modeling) but did not believe that was how teaching should be done.

In the end, the evidence pointed to a combination of these possibilities: As I will show through Lana's transcripts, videos, and Edthena codes, Lana held a deep-seated belief that children need to be able to do things "on their own" during reading instruction. However, she clearly understood (a) from a theoretical perspective, what it *means* for teachers to model and

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guide, and (b) that I, as her coach, wanted her to model and guide at particular times. Although she did make some attempt, at times, to be direct when she taught, in the end, her teaching was most predominantly characterized by language and moves that compromised assessment more than instruction.

In what follows, I begin by showing how Lana was able to talk capably about explicit teaching. Then, I provide evidence of how she, at times, attempted to act on her understanding of explicit teaching, but experienced difficulty doing so in that she consistently devolved towards asking children to perform reader behaviors on their own before she had modeled them. Throughout these descriptions, I point to evidence that suggested Lana's efforts to be direct and supportive when she taught had to contend with her deeply-held belief that children should work independently at reading behaviors and skills as opposed to receiving direct support in the form of a teacher's instruction.

Lana's Knowledge

One of the first places in Lana's data set where I first noted she was able to talk about what it can mean to be explicit when teaching was in her first post-conference transcript, when she responded to a question I asked her about what it means to be "explicit":

Sherridon: Okay. So, when you think of the idea of being 'explicit', what comes to mind? What does it mean to you to be really explicit in your teaching?

Lana: Direct.

Sherridon: Okay. Let me write that down - I'm just gonna jot. So, tell me more about the idea of 'direct'. So like in this [lesson's] context, what might 'direct' be?...

Lana: Saying, '/a/, a means /a/', and just continually saying /a/. Just the sound /a/.

Sherridon: So…

Lana: Because we were talking about phonics, and we wanted them to hear that /a/ sound. So we need to explicitly say it over and over again.

[*soon after in the conversation*]

Sherridon: Okay, anything else comes to your mind when you think about 'explicit teaching?' This is part of that pillar of explicitly teaching, and then coaching skills for children, is kind of what we're zoning in on here.

Lana: Would it be just visualizing it? So visually letting them see the A.

Sherridon: So representing it.

Lana: In different ways.

Lana's comments in the excerpt above show that she held some knowledge about what it means to teach in an "explicit" way, and she was even able to specifically identify a way she'd been explicit in the first lesson she'd taught (by repeating the /a/ sound over and over). Following this part of our conversation in her first post-conference, Lana was also able to skim the lesson plan for the lesson she'd taught - which we had co-planned - and point out parts of the plan that represented "explicit teaching". For example, she identified the think-aloud I'd scripted in the "modeling" section of the plan as an example of explicit teaching.

Although she had difficulty enacting it (as we'll see), Lana also showed a strong ability to generate and script out explicit language when we planned and role played her lesson together, particularly during her second cycle pre-conference. For that lesson, she planned to model how she cross-checked visual information in a level A text with the pictures in the book to make sure her attempts at new words made sense (this was something her CT's running records showed her small group of students was not yet doing). As we thought together about how she could model the first two pages of the book, and I prompted her to think about how she could be explicit when

modeling how she read the sentence "Mouse and bear can read" on page one, she suggested the following think-aloud:

> Lana: Okay. So…I can go through and say, 'In this picture, I see a bear and a mouse in a chair reading a book. He's looking at a book. He's reading a book. Let's see if I can read this sentence: *Mouse and bear can...book. Book* does not begin with /r/…*book.* But, I know that bear is *reading*, so /r/, *read: Mouse and bear can reading.*'

Later, as she refined how she could think aloud to model checking her attempt during this part of her lesson, she role played the following language aloud:

> Lana: Now, does that make sense? 'Mouse and bear can *reading*'. I know another word that we could use: Reading, *read*: 'Mouse and bear can *read*.'

These are strong initial attempts on Lana's part to be explicit during the opening model of her lesson. As we would expect from a preservice teacher who was just beginning to teach guided reading (as was true of Lana), aspects of her initial think aloud were somewhat wordy in places and could be simplified through some refinement with the support of a coach (which we later did); however, on the whole, they demonstrate Lana held a basic understanding of what it could sound like to be direct and to demonstrate her lesson objective for children.

When we reflected together, my analysis also found Lana was able at a few points in time to comment on areas where she could be more explicit, and why being explicit was important. For example, after I told Lana that if children don't know the sound a letter makes, she should be direct and tell them the sound instead of continuing to ask them what sound it makes (as she'd done many times during her lesson), she stated:

> Lana: I didn't even think about that. Like, if they don't know it, then why let them run around in circles?

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Soon after that part of our conversation, Lana also recognized that in place of being direct, she often asked questions instead, and that was a habit she needed to break:

> Lana: Yeah. I think that's what I really need to work on. Just figuring out when I need…sometimes I ask questions just, without even thinking about it [...] I just ask questions. So I really need to think about what I need to get out of that. Like, what is it that I'm really asking them for, before I just… [*voice trails off*]

These statements represent important insight on Lana's part: She was beginning to recognize that when teachers ask questions, they ask purposeful questions. She also identified that asking questions without thinking, out of habit, is not part of being explicit.

Lana was able to recognize ways she could have been more explicit and direct during her second lesson when we spoke for her second post-conference, too. At the opening of that conversation, in reference to a time she'd repeatedly questioned a child (who had substituted *birthday cake* for *bake* and been stuck on the word *bake* for some time), she told me:

> Lana: So then I asked, 'Well, let's try *birthday cake* in this sentence', and at that point I probably should have stopped because we had known he didn't know what the word bake was - he was searching for something that had to do with 'birthday' or 'party' that started with B. And at that point I probably should have said, 'Good, another way to make a cake is to *bake*: /b/, /b/, *bake*.

I noted this as a time when Lana saw she had drawn out a child's confusion by continuing to ask questions, instead of responding to the information she'd gathered by watching him that indicated he needed support to access the word *bake*.

Throughout Lana's transcripts, I also noted she made comments at times that indicated the was thoughtful about what children might need during a lesson, and she also held some

knowledge about running records (which were the primary assessment we used when we planned for the two lessons I analyzed) and how they could be used to guide instruction. For example, during her first pre-conference (which was focused on the short sound the letter A makes), she asked an insightful question about what position - beginning, middle, or end - the letter A should be in for the words she picked out to have children say and read ("Now, would it be beneficial for the A to be at the beginning of the word or at the middle of the word?").

In relation to running records, she was able to tell me the following about their purpose and use:

> Lana: I do know that they [running records] give you a clue as to how they're reading and how they're understanding the process of reading, and their comprehension, and how well they're coming back and finding the key details, and then if they're going back…they give you cues to know: Are they realizing that they're making a mistake? Are they going back and fixing their mistakes, or is the teacher needing to tell them all the time?

Although some researchers argue running records are not comprehension assessments, and it is true that the main use of a running record is to observe and track children's oral reading behaviors (Clay, 1994), the rest of Lana's statements in the quote above show she knew running records can provide insight into a child's reading development and help a teacher identify what the child is doing and not doing as a reader to guide instruction.

During that same (second) pre-conference, when we talked about the format for guided reading she would follow, the following exchange occurred regarding what a teacher does when they release children to read on their own during a guided reading lesson:

> Sherridon: ...then [you] move around, and listen for errors they're making,

> Lana: ...yes, and then have a teaching point.

I noted here that before I had said anything, Lana pointed out that teachers have a teaching point in mind when facilitating guided reading lessons. These excerpts, and the ones shared above, all point to a foundation of knowledge Lana held about how to engage in explicit teaching, how to adjust teaching to be more explicit, and how to use running records (in particular) to establish teaching objectives. However, it's this foundation of knowledge that makes my observations of Lana's (mis)understandings about teaching all the more interesting, and it's those (mis)understandings I turn my attention to next.

Lana's (Mis)understanding

Lana's grasp on what constitutes explicit teaching was something I coded as knowledge, but with some (mis)understandings present in her thinking: As I described above, when prompted, she could talk capably about how she could be explicit when we planned together. Furthermore, after teaching, she could identify possible ways she could have been more direct when I probed her thinking as we reflected together. And yet, I noted two other key trends in her data.

First, when she actually enacted her lesson plans, she consistently engaged in assessment behaviors as opposed to explicit teaching behaviors. Second, although much of her talk in pre- and post-conferences indicated she understood what it means to be explicit (in theory), she made a variety of other statements throughout her pre- and post-conference transcripts that suggested she held a fundamental (mis)understanding (described in Table 15) about the purpose behind explicit teaching that had two parts to it: (a) she viewed the purpose of her teaching as being *for the students and the teacher to complete a set of steps and/or behaviors "correctly"*, and (b) she thought students should be able to correctly do what the teacher is teaching them to do "by themselves".

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(Mis)understanding: The purpose of explicit teaching. In her teaching, Lana spoke about and approached teaching in ways that indicated she viewed it as an endeavor in which a teacher, like the students, carries out particular "steps", in order, and in doing so, there's a correct and less correct order of events. Further, in her feedback to students, I noted that she more often than not redirected or corrected their attempts at behaviors or tasks, as opposed to implementing modeling, coaching, or supportive language. In what follows, I describe how this confusion manifested in Lana's talk and teaching.

Teaching is for children to complete certain "steps"/behaviors correctly. I noted this (mis)understanding manifest across Lana's full data set: Her pre- and post-conference transcripts, her teaching decisions, and the codes she left on her teaching videos. Lana's codes provided particular insight into her thinking because they are her own interpretations of what she did when she made certain "moves" during her lessons.

For example, during Lana's first lesson (which focused on teaching three students the short sound of A), Lana did a brief routine in which she said a word aloud, then asked the students to tell her whether or not they heard the /a/ sound at the beginning of that word. At one point, when Lana pronounced a word that did not contain the /a/ sound at the beginning, the children correctly shook their heads to indicate they did not hear the /a/ sound (which, again, was the goal of the routine). Following this interaction, at the 3:50 mark on the video, Lana (who coded the video for instances when she'd explicitly taught or coached children) coded, "Students shook their heads but did not point to the card, I did not correct their behavior", observing what she viewed as a missed opportunity on her part as the teacher to "correct their behavior".

Table 15

Lana's Primary (Mis)understanding

Primary (mis)understanding: The purpose of explicit teaching	
Teaching is a set of steps and/or behaviors the students and the teacher complete "correctly"	Children should be able to correctly do what the teacher is "teaching" them to do by themselves
Departs from: ● Skills are explicitly taught, and children are coached to use them while reading and writing ● Meaning is central and teachers emphasize higher-level thinking skills	Departs from: ● Skills are explicitly taught, and children are coached to use them while reading and writing

I found this code to be insightful because the children did demonstrate the literate behavior Lana was teaching (they were able to correctly identify that the word Lana had said did not have the /a/ sound in it), and yet, Lana critiqued the moment because she "did not correct their behavior" when they didn't completely carry out a procedure she wanted them to (namely, to point to a letter A card in front of them when they provided their answer).

Lana made a comment similar to this code during her second coaching cycle post-conference as well: The objective for that lesson had been to teach children to cross-check the pictures in a book with visual information to evaluate if their attempts at unfamiliar words made sense. At one point in our conversation, Lana, talking through a code she'd left on her teaching video, stated:

Lana: At 12:31 [on the video], there was a student that said *cook* instead of *bake*, and so I was beginning the process of correcting their attempt. Trying to correct their attempt.

I looked up Lana's actual code for the 12:31 mark on this video, and it read, "Student said *cook* instead of *bake* and I am now beginning the process of correcting their error." My analysis made note, again, of Lana's focus on correcting as opposed to speaking in terms of demonstrating, guiding, and/or coaching the child to implement the literate behavior she was teaching.

Evidence from my analysis suggests demonstrating, guiding and/or coaching did not tend to be Lana's response to students when they had difficulty, because, as I will show, her automatic instinct was to correct what they'd done. Typically, Lana's corrections did not involve commentary or think alouds about the what, why, or how of what she was correcting, which meant children often received "an answer" or a redirection, but without any kind of teaching about the literate behavior associated with her objective. This often left them without scaffolding to work from in their future attempts during lessons and created a cycle in which Lana usually (a) told them something and kept moving, or, (b) delivered a series of rapid fire questions (a finding I'll describe in detail in a future section).

In relation to Lana's in-the-moment teaching moves, I saw this pattern of correcting and carrying out a lesson "step", but without teaching to accompany it, appear in Lana's first video in the way she commonly oriented conversations towards eliciting correct answers and/or towards correcting children's incorrect attempts. One instance when this happened came at the 3:03 mark of her first lesson, when the following exchange occurred after all three children in the small group initially responded with either a verbal or nonverbal "no" when Lana asked if the word *ax* begins with the /a/ sound:

Lana: [*To the whole group*] Can you say-

Child One: -/a/, /a/, ax.

Lana: -/a/, /a/, ax. [*Looking at child two, who had stayed quiet*]: Can you say '/a/, /a/, ax'?

Child Two: /a/, /a/, ax.

Lana: Does this have the /a/ sound?

Child Two: [*Off-camera, cross-talk happening, child seems to respond "yes"*

nonverbally]

Lana: So that would be a 'yes', right?

I found this interaction to be informative, taking Lana's body language, tone, and final statement all into consideration: Although it's hard to hear if the child said "yes" in response to Lana's question, "Does this have the /a/ sound?", Lana made an affirming facial reaction in response to whatever the child did/said in response to her (which indicated to me, as I watched, that he had nonverbally changed his answer from "no" to "yes").

Following this, I noted how Lana lingered with child two to say, "So that would be a 'yes', right?". Her response to the student focused on reinforcing and drawing out - out loud - the "correct answer" ("yes"), as opposed to revisiting *why* the answer would be yes (in case the child was saying yes because it seemed obvious at that point that was the reply Lana was looking for) or having the child say the word an additional time to directly isolate the /a/ sound he'd previously not identified.

A similar focus could be seen at the end of this first lesson (which was unusually brief, approximately seven and a half minutes long in total). The final phase in Lana's lesson plan called for Lana to begin an "alphabet notebook" with the children, in which they would glue a letter card for each new letter they learned, then glue pictures of objects that began with that

letter's sound next to the letter. After Lana explained to the students that they were going to glue

a letter A card into their new alphabet notebook, around the 5:58 mark on the video, the

following exchange took place between her and "Child two":

> Child two: [*Hovering his A card, flipping his card right-side up then wrong-side up in the middle of his blank notebook paper*]: Put the A right here?

> Lana: [*Taking the A card from his hand and turning it right-side up, laying it on the notebook*]: Put the A right here. Now, make sure it's correct.

I found this final segment of Lana's lesson to be insightful in multiple ways. When child two was

repeatedly turning his letter A card over and over in his fingers prior to asking where to glue it,

she appeared to think he was going to glue it wrong-side down, so she took the card from him

and placed it for him where she wanted it, then instructed him, "Now, make sure it's correct."

This moment fits into the larger picture of Lana's emphasis on correction and being correct:

Consistently, Lana's in the moment decisions with children were oriented at completing actions

in "right" ways, which meant her talk drew students' attention more frequently to being "correct"

and less frequently to the literacy content of her objective.

Lana's confusion that moments of teaching are about children completing certain steps or

behaviors "correctly" seemed to prevent her, at times, from recognizing the complexity of what

she taught, and viewing her objectives as literate behaviors her students needed repeated

exposure to in order to master. Although teaching reading is, for one, aimed at supporting

children to gradually acquire literate behaviors across time, and this process is nonlinear for

every child, Lana sometimes referred to her reading lesson objectives as though they were

something she needed to "explain", or perhaps simply give the children directions about, so they

could then go and "do". I saw this, for example, in her second post-conference when we

discussed a time in her lesson when she'd asked her students to tell her how to correct a word she'd made a mistake on (before having actually modeled the strategy we planned for her to teach them). I asked her to think about and then describe why it might be important for students to see an *example* of the teacher using a strategy in action prior to being asked to use it themselves. She told me:

> Lana: Because students at this age need modeling for everything, they need to know what is expected, how to do things, how, um...it can, things can help them in just, a way, because they've never done it before, so they need a way, they need to be shown a way to do it.
>
> [*Soon after in the conversation*]:
>
> Sherridon ...imagine that you're teaching this lesson again, which you will because it's over time, right? You'll teach this type of objective again [...] what kinds of, how might you change what you say and the nature of your talk during that [modeling] time? If you did this lesson again?
>
> Lana: 'I will read the first page with you, and I will model the first page for you so that you will know what to do', um…'I will…' [*voice trails off*]

Lana's remarks in the quote above demonstrate she held an approximate understanding of the point of modeling, but one that was mixed with her (mis)understanding of reading instruction as "things" (or steps) to do: Her explanation that children need to be *shown* how to implement reading behaviors ("they need to be shown a way to do it") mirrors the professional understanding of why teachers would choose to model. At the same time, her comments above do not employ language focused on reading, readers, literate behaviors, or the idea of children building their skills across time.

In contrast, Lana's description of modeling characterized it as something necessary for young children ("students at this age need modeling for everything"), and/or for times when children have "never done 'it' before" (though children of all ages may need continuous modeling across time, to varying degrees), and framed modeling as a method by which children can come to "know what is expected", know how to "do" an "it", and understand "how to do 'things'" so they "will know what to do". Knowing what is expected and what to do resembles language teachers commonly use in reference to classroom procedures and/or behavioral expectations, and in such cases, these expectations are often something a teacher provides as a directive or requirement. Lana seemed to view modeling reading behaviors in the same way she viewed establishing and communicating classroom rules and expectations: The teacher explains something, and the children, who now understand what they need to do, "go and do".

I saw echoes of this way of thinking in a code Lana left on her second lesson video. At the 9:27 mark, where she'd initiated an approximation of the model we'd planned together for that lesson, Lana coded, "I am starting to model the strategy I would like students to use during this lesson. I am explicitly, explaining the process." In my analysis, I noticed Lana's statement that the literate behavior her objective focused on was the strategy she "would like students to use" fit with her description cited above of modeling being a time to make sure students "know what is expected" and "know what to do". Notably, she seemed to be attempting to use the language of the explicit teaching pillar our coaching sessions focused on ("I am explicitly, explaining the process"), yet her code positioned teaching the reading behavior of the lesson, again, almost like a behavioral expectation - something she'd "like" the students to "use".

Teaching is a set of steps and/or behaviors teachers complete "correctly". Lana's characterization of reading instruction as a time during which a set of behaviors or "steps" are

made known to students, who then complete them, logically connects to what I found her view of her own role, as the teacher, was. The results of my analysis suggest Lana viewed the process of teaching as a time when she needed to complete certain "steps" in "correct" ways, and sometimes in a particular order.

This could be why I found, across her video data, that she consistently enacted the overall structure we'd planned for each of her lessons in a way that closely mirrored what she planned in her lesson plan to do: With notable consistency, all of the "steps" we'd planned together were always present, in some form, in her teaching. The findings of my analysis further suggest that Lana's attention during teaching and reflection went to if, and how well, she had carried out all of those steps. This emphasis made it difficult for her to conceptualize the point of her teaching as being to *demonstrate* for children - across time, not just in a single moment - and to pay attention to if her students had learned or engaged with the reader behavior she had intended to teach.

On the one hand, Lana's consistent implementation of the overall structure of both of her lessons in ways that tightly resembled the plans we'd created during her pre-conferences shows how she used what she prepared during coaching in her real experiences with children; this is important. On the other hand, although Lana consistently enacted the major "movements" of each lesson, the explicit, clear teaching language we'd planned for her to implement was consistently missing from her enacted teacher talk. In what follows, I detail evidence to show how her focus on steps and accuracy for herself absorbed much of her attention, and how her teaching language often fell away in service of somewhat "rotely" enacting the "steps" of her lessons.

One interesting demonstration of Lana's tight attention to the "steps" of teaching came

during her second pre-conference. For that coaching cycle, she was going to teach her first

guided reading lesson. Although this would be the first lesson Lana, herself, taught, she had

previously observed guided reading lessons her CT taught, and had developed a notably detailed

memory of the overall framework her CT enacted:

Sherridon: Okay. Backing up a bit. We have our objective. Tell me a little about what

you know about, kind of this stage of text, and what kids need to do to be successful at

reading about a level A/1. What do you know about level A/1 texts?

Lana: I do know that we do a picture walk beforehand. So, we go through the story

before we even, we look at the beginning. 'What do you think that they're going to be

doing?' So the students can get an idea of like what words might be in the story at this

time. Then we go through and we do a picture walk, and we look at what the bear is

doing. We might go over some of these vocabulary words, just to help them identify what

might be on the page. Then we go over some sight words that are in the story, so we'll

have them sound out, '/w/-/i/-/th/', and then they'll write it out on their board. They can

keep in mind, 'Okay, where am I seeing that word in the story as we're going along?'

Then, individually, they will...read the story, and then, um...and then pointing, and we're

making sure that they're looking back at the picture to identify the words if they misspell

it, or mis-say it. So...

Lana's response to the question I asked above is remarkably detailed. It seems evident from her

description of guided reading that in her observations of her CT, she had taken notes about (or

purposefully memorized) the major parts of her CT's guided reading lesson. Additionally, Lana

was able to provide her understanding of the rationale for some of the things she stated she'd do

in a guided reading lesson (i.e., "we go through the story…so the students can get an idea of, like, what words might be in the story at this time").

Lana's attention to detail in this way is not, in and of itself, problematic: Preservice teachers need (and, in RP, were expected) to engage in detailed observations of their CTs' planning and instruction as they learn and try out new formats and teaching pedagogies for reading instruction. However, what is of relevance to my analysis in the quote above is not just the fact that Lana was able, from memory, to provide a detailed description of all the major "steps" in her CT's guided reading lessons, but also how she described those steps, since the way she described some of them positioned them as something for the group to do or complete, but not necessarily as something for her to *teach*. For example, to describe the previewing of vocabulary, she stated she might do that "to help *them* [the students] *identify*" what words might be on the pages of the book. This is a different perspective on a vocabulary preview than one that sees that time as an opportunity to teach, review, or elaborate on words the children need to learn.

Similarly, in reference to the sight word routine prior to reading, Lana stated "...we'll have *them* sound out, '/w/-/i/-/th/'" - and, again, placed her emphasis on what *children* would be required to do during that part of the lesson. Following that, she described her role during children's individual reading of their leveled books as "making sure that they're looking back at the picture to identify the words if [they]...mis-say it". I noted that Lana's reference to "making sure" the students practice the objective of the lesson (use the pictures) resembles more of a picture of a teacher correcting students (as discussed in the previous section), or tipping them off if/when they make a mistake. On the whole, these statements made by Lana paint the major parts of guided reading, as described by her, in terms of a series of steps the teacher guides children

through, with the teacher acting as an observer of what the children are doing - one who weighs in if/when they make a mistake to "make sure" they do the right thing.

Later in this first pre-conference, I asked Lana if she and her CT usually taught a letter's name and its sound, or just the sound, when they introduced children to new letters. In response, Lana told me:

> Lana: [My CT] has done letters [...] I've done letters and sounds together. Like 'A, /a/, /a/, apple'. That's what I have done, but I don't know if that's the proper way to do it.

I noticed Lana's use of the phrase "'the' 'proper' way to do it"; this language suggested to me she thought there was one right way for a teacher to introduce students to new letter sounds. Later in that same first pre-conference conversation, Lana asked me a question that suggested a similar view of teaching as a binary action that could be done either well or poorly:

> Lana: And now, when, after we do this lesson, will you give me notes on what I have done well, what I haven't done well, so I can do it for the next, following day?

This is an interesting way to characterize teaching: Lana specifically asked me if I would let her know what she had "done well" and what she "ha[d]n't done well", so she could then do whatever would constitute "doing well" in her lesson the following day. On the one hand, this represents an openness to receiving feedback from a mentor, which is a necessary and beneficial disposition for a preservice teacher to hold during coaching.

And yet, Lana's particular confusion (that teaching is something that can either be done well or not - with no middle ground) is not a characterization of teaching that aligns with reality: When teachers teach, they don't necessarily operate strictly within the categories of "doing well" and "not doing well". Teachers demonstrate unique sets of strengths and opportunities for growth, and, although expertise is likely to increase with time and the pursuit of professional

development, this will be true throughout their entire career. Additionally, even if a mentor "told" a preservice teacher a way they could strengthen their coaching, the preservice teacher could not, upon having "received" that information intellectually one day, necessarily apply it effectively to their specific teaching situation and students the following day (Kennedy, 1999).

Another remark Lana made during her first pre-conference that provided insight into her conceptualization of teaching as something one either does "well" or "not well" came when we began to wrap up our planning time. Since we were co-planning and co-teaching her first guided reading lesson (for coaching cycle one), we had a brief discussion about how we'd go about co-planning the lesson using a shared Google document:

> Sherridon: So, to help create some shared responsibility for that lesson plan, I'll get it started, for sure, but I'm gonna mark some places where I'm going to pass the baton to you to flesh out, sort of, "What do you think we should do during this part?" So I'll get it started and I'll make it very clear that you can flesh out.
>
> Lana: Then, if it's wrong, will you…
>
> Sherridon: So I'm not going to use the word 'wrong': If, from my experience, I anticipate that it might not lead you in the direction that you want to go, then I'll be very direct.
>
> Lana: Okay.

In the context of this exchange, Lana said "if it's wrong" in reference to the possible scenario, in her mind, that she might draft ideas and/or plans in our shared lesson plan document that I considered "wrong".

The word "wrong" appeared during Lana's first post-conference, too, when I asked her to think back on a time when she questioned children who had demonstrated a need for support:

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Lana: Well, because in math [coaching], we're told, 'Let them explore. Don't tell them anything. Just let them explore, let them figure everything out. And then go back and then teach after.' So I was asking questions to try to get their thinking…

Sherridon: Mm-hmm. Where's that coaching coming from, to not-

Lana: -[The math coach].

Sherridon: Okay. Okay so if we know from their assessment they don't know the short A sound, will 'exploring' help them know the short A sound?

Lana: I don't know. We were just, I don't know. I don't know if that's right or wrong.

Sherridon: I want you to think about it now: So if they don't know that an A says /a/, then if I ask them, "What sound does this make?", is that question something that's then going to teach them what A says?

Lana: No. Obviously, that's not gonna be…[*voice trails off*]

Sherridon: Yeah. So then what's the only other recourse?

Lana: Just not doing it and saying, just saying it first: 'This is the A sound, it says /a/'.

In the above excerpt, Lana did two notable things: Initially, she placed the responsibility for her decision to question on her math coach's shoulders ("in math, we're told, 'Let them explore. Don't tell them anything. Just let them explore, let them figure everything out. And then go back and then teach after"). When I posed a question that implied that might not have been an effective teaching move ("if we know from their assessment they don't know the short A sound, will 'exploring' help them know the short A sound?"), Lana's first instinct was to follow up by saying she did not know if her teaching move had been "right or wrong" ("I don't know. We were just, I don't know. I don't know if that's right or wrong").

When I pressed her ("I want you to think about it now…"), Lana ultimately responded in a way that suggested she did know (after the fact) that her decision had not been effective ("No. *Obviously* [emphasis mine], that's not gonna be…"), and that she also knew a specific way she could have explicitly taught the short A sound instead ("...saying, just saying it first: 'This is the A sound, it says /a/'"). Although our conversation in this part of the post-conference was aimed at exploring if her decision to question the children had been effective/helpful, Lana's language throughout suggests she was thinking in terms of if her decision had been a *right* or *wrong*. This seemed to make it difficult for her to take ownership over her teaching decision and to honestly evaluate if her decision had been *effective*. Instead, her first intuition was to (a) default to citing her math coach's advice (as she'd interpreted it) as the reason for the decision, then (b) state she didn't know if it was "right" or "wrong" to do.

When taken together, the aforementioned quotes provide insight into how Lana conceptualized teaching as a somewhat formulaic process in which a teacher guides children to carry out a series of steps, and in that process, teachers can do "well" or not. This confusion about the nature of teaching often made it hard for Lana to focus on modeling the literate behaviors her students needed, and took her attention to if she'd executed her plans in "right" or "wrong" ways. This confusion was also part of a rigid perspective Lana held on teaching approaches and how they should be enacted. Lana made another comment where this mindset was again evident during her first post-conference when I asked her if she remembered learning about the *gradual release of responsibility model* (Pearson & Gallagher, 1983) during her coursework:

> Sherridon: So tell me a little bit…about what you remember from class about the gradual release of responsibility? Remember that model, in class?

Lana: I do remember that model. But I don't remember a timestamp of when it needs to happen.

Lana's phrase "a timestamp of when it needs to happen" shows she held some confusion about the gradual release model and how it's enacted. More specifically, Lana seemed to think of gradual release as a type of uniform procedure to implement, at a specific point in time, as opposed to understanding it as a method of demonstration and scaffolding meant to provide children with explicit support, across a continuum, according to their needs as they practice literate behaviors.

Lana's fixed thinking about teaching was also evident in a statement she made as we wrapped up her second post-conference. During that conversation, we spent a good portion of our time together discussing how Lana had started her model by demonstrating confusion over a word by getting stuck on it. After that, instead of demonstrating how she could act strategically as a reader to clarify her confusion, she immediately turned to the students and asked them questions about how she could solve her problem. This resulted in a lack of actual modeling for the children to work from. As we wrapped up our conversation, the following exchange occurred:

Sherridon: Questions? Confusion? Anything you want to bring up?

Lana: No, because it was all very good feedback and I...I did something I need to work on. It's...but it's, I mean I've only done two guided reading lessons…so…[*voice trails off*]

In Lana's remark above, she first characterized her decision to release the children too soon (by asking them to solve her confusion, instead of modeling how she, herself, acted strategically as a reader) as "something I need to work on". In my analysis, I noted this is often a phrase

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individuals use to refer to what we might call "personal failings" or "weaknesses". I also noticed that Lana's first instinct, following her admission she had not done something "well" or "correctly", was to provide a reason for why: "It's…but it's, I mean I've only done two guided reading lessons, so…" This statement seems to imply Lana felt a need, in a sense, to take up for herself for her "performance", which she felt, based on my feedback, had not been "satisfactory".

In both her first and second lesson, the most substantive change Lana made to her plans in the moment (compared to what we'd planned during her rehearsal) was in not delivering her instruction in the form of explicit demonstrations or think alouds. Put differently: Lana adhered very closely to the list of "steps" or "procedures" we'd planned and rehearsed in our pre-conference (enacting some form of every major section, such as "introduction", "picture walk", "guided practice", "assessment", etc.), but her lessons did not contain the supportive talk and think alouds we'd also planned together.

In addition to her first lesson lacking the supportive language we'd planned for Lana to use, there was also very little conversation with the students beyond what was needed to explain what she wanted them to do (i.e., repeat the short /a/ sound after her, or tell her if a word did or did not begin with the short /a/ sound). I noted that in one of Lana's first codes for her first lesson video, she critiqued herself for forgetting to make a student look at a picture card, say the short A sound, *and* point to the letter A card in front of him (as she'd planned for the students to do); in a later code, at the 5:17 mark of the video, she noted: "Now I asked the student to look, point, and say the short A sound" (drawing attention to how she'd done this "correctly" that time, as planned). I noted this code as evidence that Lana placed some amount of importance on herself having "corrected" her teaching move (by fully doing what she had in the plan for herself

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to do), and it added further insight to my analysis related to the emphasis she placed on doing things "correctly".

In Lana's second coaching cycle video, I took note of increased attempts on her part to coach and support children in their reading: Although these attempts were often mixed with language that was more assessment-style in nature, Lana seemed to be trying to be supportive of children in times when they got stuck. For example, she succeeded in being more direct at times when it was clear a student needed that (i.e., when a student had been stuck for a long time on the word *bake,* she eventually explained to the child: "So another word for *cook* is *bake*…"), and she incorporated some of the techniques we'd practiced for helping children when they arrived at an unfamiliar word (such as helping them think of a word that would make sense with the beginning sound of the new word as well as the picture, and then asking, "So can we try that word instead?").

This was all important knowledge Lana gained from her second pre-conference rehearsal that she'd attempted to use in her teaching. Along with these efforts, I continued to note (as I had in my analysis of her first lesson) an "autopilot" pattern and adherence to enacting the "steps" of the lesson with limited additional conversation or chatter that deviated from the lesson plans. For example, 20 seconds into her second lesson video, one of the children (who knew she was using an iPod to record her video for her "professor" (me)), asked Lana, "What's your professor's name?", to which Lana did not give a reply, and, instead, began the lesson. A few moments later, at the 4:45 mark, one of the children observed excitedly (during a phonics warm-up) that "can" and "and" sound similar. Lana quickly told the child "OK" and then moved ahead with the next thing she planned to do.

Similarly, at the 9:12 mark of the lesson, when Lana told the group to go to the first page of the book (signaling it was time to begin to read), the following interaction took place between Lana and a child who was outside the camera frame (note: "star reader" seemed to be what the classroom teacher called the child who would read aloud for the teacher for a running record, or for some other purpose):

Lana: Go back to the first page please.

Child: Can I be your star reader?

Lana: Go back to the first page please.

Child: Can I be your star reader?

Lana: Go back to the first page please.

[*Lana begins to recite her lesson plan scripted language to introduce her model*]

This interaction stood out in my analysis due to Lana's almost robotic reaction to this student: It's a natural response for a teacher to answer a child's question (even if the answer is "no"), but Lana did not even acknowledge this child had asked a question, and, instead, repeated a command to him twice to facilitate moving on in the lesson.

This example stood out in my analysis as one representation of Lana's focus on "getting through" the steps she had planned in her lesson, to such an extent that, in this particular moment, it inhibited having a natural interaction with a student that acknowledged them as a person who had spoken to her. An additional instance when Lana's focus on "getting through" her lessons plan steps emerged when, during her second post-conference, I asked her to tell me what she was thinking about (taking away) after a discussion in which I drew her attention to how quickly she had jumped from "I do" to "you do" in her lesson, without having fully modeled the reading strategy of her objective (Note: In the excerpt below, Lana uses the language of

"example" in reference to modeling the reading strategy successfully for children, and the language of "non-example" in reference to making a mistake on purpose and asking her students to use the reading strategy to correct her):

> Sherridon: So what do you hear me saying, or suggesting?
>
> Lana: Um, that I should do an example [full modeling] before I do the non-example [having children fix her reading errors], and then in my mind I'm just thinking that takes up a lot of time, and I only have a certain amount of time to get through a group, so how should I...do I choose just one?

It is not unusual for a preservice teacher to be concerned with time constraints in the classroom, where time is chronically in short supply. Nonetheless, Lana's question at the end of this quote is an interesting one, and one that provides some insight into her thinking. In her mind, as she presented it, she had two options (a binary): (a) She could model for students, or (b) students could do the work.

It seemed like these two options were the "steps" Lana felt were available to her in this type of lesson, and she had to either opt to do one step or the other - but she didn't see it as a viable option to do both (I do/you do). This demonstrates both her tendency to think in binaries, and also how her characterization of teaching as "steps" (and completing all those steps in the time allotted to her) sometimes distracted her from preserving space in the lesson for the main point of her reading instruction: To teach, model, and guide reading behaviors (as opposed to "getting through a group").

Children should be able to do what the teacher is "teaching" them to do by themselves.
Lana's framing of teaching as the enactment of certain "steps", along with her suggestion that she could *either* model or have her students do the work (without modeling), both fit into another

(mis)understanding I identified she held related to the purpose of teaching. I phrased this second (mis)understanding as her confusion that *children should be able to do what the teacher is "teaching" them to do by themselves.* This confusion seemed to interact with the aforementioned (mis)understanding she held that teaching is a series of "procedures" or "steps": For Lana, teaching seemed to mean (a) execute the steps of a lesson, in the proper order, correctly, and (b) during each step of the lesson, children should do the objective at hand on their own without her help (without any teaching). In what follows, I offer evidence to describe how Lana's confusion that performing (by children) instead of teaching (by her) should be happening during a reading lesson. I end by detailing how this confusion seemed to prevent her from connecting her instruction to children's learning.

I first became aware Lana was not connecting her instruction to children's learning (or lack thereof) during my analysis of her second post-conference, when I came to a portion of that conversation where I asked her to reflect on a certain child's experience during her teaching. In that lesson, she had implemented the "modeling" part of her plan with limited modeling language, turning it instead into a "we do" experience rather than maintaining the "I do" posture of the gradual release of responsibility model (Pearson & Gallagher, 1983) as we'd planned.

As a consequence, one of her students became quiet and uncertain of himself after she released the children to read on their own less than three minutes into the reading portion of the lesson. However, when I initiated a conversation at her post-conference to explore the connection between her premature implementation of a "we do" structure and the child's difficulties, her response showed she attributed his difficulties to a behavior problem rather than her instruction (note that this is another instance when my coaching language and approach was

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somewhat confusing and imprecise, but Lana's response to me still opened a window into her

thinking):

> Sherridon: Tell me a little about [Child H], because I didn't see him practicing that much,
> and that made me wonder if there's some places in the, if we could go back and look at
> the modeling maybe and see if there's something about the modeling that was he not
> feeling comfortable implementing, or what was your feeling about what was going on?

> Lana: I honestly felt like he didn't want to work that day. I felt like he, before group, was
> just very...he had a moment during the day.

This was a striking instance when Lana did not recognize that her lack of modeling had resulted

in a student's inability to mimic the reader behavior she intended to "teach". In the video of this

lesson, it's clear Lana's objective was beyond what the child was able to do alone at that time (it

was a skill located in his zone of proximal development (Vygotsky, 1978). Lana did not provide

him with the modeling and coaching he needed to implement the objective, and, as a result, he

sat largely inactive during the lesson, looking confused.

However, she attributed this as being a problem of motivation, not instruction, when she

said, "I honestly felt like he didn't want to work that day". This comment became all the more

notable to me when I accounted for the fact that, prior to the part of the lesson when Lana

released students to practice a complex behavior without any real modeling, the lesson video

shows that this same child was the *most* active and vocal student in the group, repeatedly and

successfully participating in a phonics game and routine he'd seen modeled before (as Lana had

indicated to me).

Another initial indication that Lana held confusion about the role explicit teaching plays

in learning came in her first pre-conference, when I noted she characterized think alouds - a

teacher pedagogy - as something children are responsible for. At the start of our conversation, I asked her what she understood the purpose of a think aloud to be (a think aloud is when a teacher makes their strategic or metacognitive thought processes audible for children). Think alouds are a teaching pedagogy RP emphasized in coursework and in literacy content coaching, and although this study took place in Lana's final year of the program (after all of her literacy coursework had been completed), the following exchange occurred after I asked her to define them:

> Lana: Um, as far as I know, it's [a think aloud] having the students say, 'Well, I think it's this', and then the reasons why.
>
> Sherridon: Think aloud is actuall*y your* thinking.
>
> Lana: So it's my thinking as a teacher?
>
> [*Sherridon responds in the affirmative*]

I found it interesting Lana had categorized a think aloud in her mind as something students do, given my understanding of how RP taught preservice teachers about think alouds in their literacy coursework. In Lana's description, thinking aloud would essentially be a form of a student justifying their thinking - a very different purpose than it's meant to serve in reality (which is for

I identified Lana's interpretation of a think aloud as consistent with what appeared to be her overall framework for thinking about the role of children during instruction, which was that the child ought to be the one essentially leading their own instruction with minimal input from the teacher. I saw this mindset manifest again in Lana's talk when she made the following statement immediately after I clarified that a think aloud is something a teacher does:

> Lana: It's really funny. That's the opposite of math.
>
> Sherridon: Mhmm. Oh, is it?

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Lana: Yeah, you want the kids to do the teaching to everybody else. So my math

coaching [advice from her coach] is always have the kids speak and have the kids tell

everybody else what to do and you're silent.

Lana made a comment similar to this one in her first post-conference, too (the post-conference

that followed the pre-conference where she made the statement above), after I directed her

attention to the fact she had spent most of her first lesson asking questions; in response, Lana's

rationale for her questioning was as follows:

Lana: Well, because in math, we're told, 'Let them explore. Don't tell them anything. Just

let them explore, let them figure everything out. And then go back and then teach after.'

So I was asking questions to try to get their thinking, just to see, like, if they knew. And

then I was saying, 'No it's not right', or 'Well yes that is a sound, but let's try another

sound.'

These statements made by Lana during both her first pre- and post-conference point to a

(mis)understanding that had formed in her mind in response to what she perceived to be her math

coach's advice (to "[not] tell them anything. Just let them explore, let them figure everything

out" and that "you want the kids to do the teaching to everybody else" and "you're silent"). In

my analysis, I lingered long with the question of whether Lana expected children to do what she

was teaching them to do with limited assistance from her primarily because of (a) her *own*

((mis)understanding (belief), (b) her misinterpretation of the math coach's advice, or (c) a

combination of both (the latter seeming the most likely).

To answer this question, I drew on what could be concluded, as with Maren and Bella,

based on what Lana most consistently said *and* did. Certain comments Lana made in her

transcripts, combined with her mis-characterization of my own feedback to her at one point

(described below), suggested to me her assertion that the math coach told her to be silent, do nothing, and let the kids do everything was an interpretation she was predisposed to make of his feedback because such an interpretation integrated well with her pre-existing and deeply-held (mis)understanding that students need to be able to "perform", essentially, what she was teaching them to do on their own. One such comment came from Lana's first post-conference, when she described, in her own words, feedback the math coach had given her on a specific lesson the day before:

> Lana: Because my note with him [math coach] yesterday, for this round was: Let them explore more, don't ask too many questions, just let them be their learners, let them be their own learners.

> An interesting discussion could and should be held about the oft-heard advice to new teachers to "let children explore" and "be their own learners", and the confusion that advice can create for novices in particular.

> Nevertheless, it appears Lana took the math coach's advice not to ask too many questions and to let students "be their own learners" and translated it, in her mind, to "be silent, let the students figure everything out on their own, let them do everything". Asking too many questions was a prominent area where Lana had room for growth, as she herself acknowledged at one point during her second pre-conference when we chatted about a goal she'd like to set for herself:

> Lana:...Using the statements instead of the questions, because I gravitate toward questions all the time. That's what I do, question.

Given this information, it makes sense that the math coach advised Lana to reduce the number of questions she asked and to allow students to explore more and develop identities as learners.

However, such advice is different from the way Lana positioned it when she described it to me. Additional comments made by Lana across both of her coaching cycle pre-conferences - comments made not in direct reference to the math coach's advice - helped me further establish Lana's (mis)understanding that children should be doing what she was "teaching" them to do on their own was a confusion that could be attributed to Lana's paradigm, and not simply something she acted out in compliance with what she perceived to be the math coach's advice.

For example, I noted a place in her first post-conference where she took comments I had made to her about avoiding questioning too soon to an extreme. To set the stage for reporting evidence of how she did that, the exchange below is important for the reader to understand because it shows the nature of the feedback I provided Lana with that she ultimately interpreted in an extreme manner. In this moment, I was attempting to show Lana that children needed direct instruction from her when she introduced a new phonics rule, particularly when they had only been exposed to that rule for two minutes and fifty-seven seconds, as had been the case when Lana began quizzing the students with questions in the lesson we were discussing here:

> Sherridon: …when we see from the assessments something that we know that they [students] don't know yet, there's some amount of explicit teaching, or information delivery, that we're going to have to do, specifically in the context of phonics.
>
> Lana: Okay.
>
> Sherridon: You know, like, if they don't know the sounds, we'll just teach them the sounds.
>
> Lana: Okay.
>
> Sherridon: Now, once we know that children know the sounds, because their assessments are showing us that, then when they start to put those sounds together into words, we

would be robbing them if we sound the words out for them or constantly just tell them. Then they need time from us to put those sounds together and sound the words out. So, the really difficult thing about teaching is there's not a black and white here that I'm trying to give you, we're just thinking carefully through the purpose of the lesson. So your purpose you're trying to accomplish is going to influence your teaching moves and the level of questioning versus, sort of, what you're telling, what you're doing.

Following this feedback, I asked Lana how she could have been more explicit at one particular point in her lesson with a child who needed more support than she'd provided, to which she provided a strong example of statements she could have implemented to provide the child with the phonics rule he obviously had not known (as opposed to asking him a series of questions, as she'd done).

Following this part of our conversation, Lana responded with,

Lana: Okay. So you don't want me to question their thinking? Because I want them to be able to do it for themselves. I don't want them to just want a teacher, I want them to try it independent. So I want them to start thinking about their sounds that they're hearing or making.

This section of Lana's first transcript provides insight into her thought process: As the reader can see from the excerpt of my exact statements to Lana, I did not advise her to not ask questions; additionally, I directly told her there's no black and white as to when a teacher "should" question versus tell, and, in contrast, the purpose of her lesson would help her determine what amount of telling/demonstrating to do versus asking questions.

And yet, Lana's interpretation of my feedback was that I did not want her to question the students' thinking at all. Further, she explicitly stated she wanted students "to be able to do it for

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themselves…I want them to try it independent" - even though the "it" (in this case, identifying and producing the short A sound) was something the students had only been introduced to two minutes and fifty-seven seconds prior to Lana's series of questions for the child we'd been discussing. When viewed in connection with Lana's description of the math coach's feedback to her, this interaction suggests it's possible Lana interpreted his advice the way she did (and took it to an extreme) because that interpretation fit with what she already believed children should be expected to do during a lesson: Work independently.

Like the transcript evidence, video evidence from Lana's first coaching cycle lesson showed her belief that children needed to do things "for themselves" during lessons. As I mentioned before, her first lesson was approximately seven and a half minutes long. The brevity of the lesson was due to the fact that Lana quickly moved through the several major "steps" of the lesson we'd planned together, but did not implement supportive statements or teaching moves. Rather, she asked dozens of questions (many of which were the same questions, repeated over and over), and because she did not expound much on what students said or did during the lesson, it ended quickly.

In the case of this particular lesson, I found the salient imbalance of questioning vs. being explicit to be notable; to help the reader gain an understanding of this imbalance, I viewed the video to note how many content-related questions Lana asked versus statements she made (note: I counted any complete thought expressed directly as one "statement", but left out behavioral praise or redirections due to my focus on Lana's content-oriented talk). I found that in the seven and a half minute lesson, Lana asked the students a total of 42 questions compared to making just 24 statements. Examples of her statements include, "So today we are going to go over this letter", and "It's an a", and "Today, we are going to go over the sound /a/, /a/, /a/".

These statements do represent some attempt at being direct, and the last statement, in particular ("Today, we are going to go over the sound /a/, /a/, /a/"), represents an example of the kind of direct teacher talk we'd practiced in Lana's rehearsal to prepare her to expose the children repeatedly to the new sound (short A). However, the 42 questions Lana asked during this brief period of time (related to a brand new sound the children were learning) demonstrates how difficult she found it to stay in an explicit teaching mode - even if content was brand new to children - because her instinct was for her *students* to show her they knew or could perform what she was "teaching". Because this was her instinct, her teaching language devolved towards questions and away from direct guidance and support.

Another piece of evidence I noted from Lana's first video that confirmed this (mis)understanding about the students' role during a lesson was a statement she made to a child that aligned precisely with her comments from her transcripts when she told me she wanted children to be able to do things for themselves and independently: At one point, a child provided Lana with a wrong answer (through a head shake) to a question, then explained he had responded that way because he saw his classmate shake his head. In response, at the 3:32 mark, Lana told the child:

Lana: You have to do it yourself, ok?

In addition to aligning with her expressed paradigm in her transcripts, this comment is interesting because Lana did not tell the student she wanted him to "think" for himself or "explain" for himself; she told him he had to "do it" by himself. Although Lana set the objective for this first lesson (for students to identify and produce the short A sound) in response to seeing her small group of students did not yet know the short A sound, if/when a student knew or accomplished something "by themselves" in her lesson, she took note of it in her Edthena codes for that video.

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For example, at the 1:57 mark of the lesson, she left the following note: "As soon as I placed the card in front of the student, they immediately said the short A sound with no prompting." This code is significant because it further supports the finding that, for Lana, students knowing or "doing" something right away, with no help, was important enough in her mind to draw her attention in her analysis of her teaching as an apparently pleasing or positive aspect of the lesson.

As I mentioned before, in Lana's second coaching cycle, traces of efforts to be more direct were present. Professional growth for a preservice teacher, as with an inservice teacher, happens incrementally, so I do not wish to downplay how important it is to see nascent, if inconsistent, attempts and changes in a preservice teacher's practice. At the same time, it's insightful to also note Lana had difficulty implementing and effectively using the explicit language and teaching moves we planned for her to enact in her second cycle lesson (similar to her first), since my findings suggest this was at least partly due to Lana's mindset that children needed to do things on their own. Put differently, Lana's deep-seated (mis)understanding about the goal of a teacher during explicit instruction made it a challenge for her to "take up" what she planned to do in pre-conferences, because (as her own statements and actions indicated during her first coaching cycle) it was not what she believed should happen during instruction. This resulted in her kindergarten students receiving a lack of actual teaching during her small groups.

There were a number of ways I saw this (mis)understanding manifest in her second coaching cycle. In what follows, I will first describe traces of knowledge Lana demonstrated about how she could be direct and explicit during both her second pre-and post-conference; then, I will describe how her enactment of teaching differed from the way she spoke, even though she spoke in ways that suggested she held a very clear understanding of how she *could* be explicit.

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My conclusion after analyzing Lana's talk compared to what she enacted in her second lesson was not only that her confusion about what children needed to do during instruction (work independent of her assistance) was deep-seated, but that she was withholding supportive talk during her lessons because, although she could explain what it sounded like during planning and reflective conversations, what she truly *believed* was that her students shouldn't receive that level of support and guidance from her since that was not her view of what it meant to teach.

Lana's second coaching cycle lesson was a guided reading lesson focused on an emergent reading strategy: To teach a small group of students to cross-check pictures and beginning sounds of unfamiliar words in the level A/1 books they read. At the beginning of her second pre-conference, Lana told me her students were not implementing this reader behavior consistently, so they needed more teaching.

As we moved toward constructing the modeling section of Lana's lesson, we discussed various frameworks available for guided reading lesson structures, and noted together that some of those lessons had a model take place up front at the start of the lesson, while others created space for a teacher to "survey and assess" students (give students time to read a text, and take observational notes as they do so to note reader behaviors they are implementing effectively and behaviors they need additional support to master). As I probed Lana's understanding of the purpose/use of the survey and assess model, the following exchange took place:

Sherridon: When is a time, maybe, in your mind, or multiple times…what are some situations where you might go with this route? Where you survey and assess as you go, and then do a teaching point? When might that be useful?

Lana: That might be useful if you're trying to see if the students can do it on their own. So like prior to, 'Oh I think I'm going to do a running record on them', like, 'Let's see if

they might be ready on their own, so we'll give them a practice book.'

Sherridon: Like a check-in, kind of?

Lana: [*Hesitantly*] Yeahhh.

Sherridon: Maybe some data gathering?

Lana: OK.

Sherridon: That's kind of how I think about what you said. You haven't quite given a running record, you're wondering what their reading behaviors are right now, so you give them a book, and then hang back and see-

Lana: -and just to see what they're going to do on their own before we actually implement something.

This exchange points to (a) Lana's interpretation of a teaching model within her framework of belief that students need to be able to do things "on their own", as well as (b) an instance when I did not fully pick up on and/or directly respond to Lana's (mis)understanding in the moment (discussed at length in chapter five). It is true that the very name of the "survey and assess" model indicates it is a method of assessing children; however, it is a method for assessing children that is meant to lead to the generation of future teaching points (based on what a teacher observes students are and are not yet doing proficiently as readers). It is not problematic or even unexpected that Lana did not completely understand the purpose of the survey and assess model. Further, her description of it in the quote above is not "inaccurate". However, the way she positioned its purpose, and what she left out of her description of it, provides additional insight into where her attention consistently went as a developing teacher - which was a focus more on if children could "do" things alone, as opposed to if and how they were developing as readers, and what literate behaviors they needed her to demonstrate and coach.

Lana's description of the purpose of "surveying and assessing children", again, drew on the words "do it" and "on their own" ("That might be useful if you're trying to see if the students can do it on their own"; "Let's see if they might be ready on their own"); as was the case during her first coaching cycle, she did not use language here related to literate behaviors, an overall teacher purpose related to gaining insight into students as readers, or identifying a next-step teaching point. Rather, in her mind, there was an "it" for children to do, and this model would allow the teacher to see who can do "it" by themselves. Put differently, her response placed an emphasis on the "assess" part of the model, and treated it like a summative assessment (i.e., who has reached independence?) and less of a focus on the "survey" part (i.e., where along a continuum are the readers I'm watching, what are their reader behaviors, and what does that mean for my next teaching point(s)?).

Additionally, when I responded to add to her thinking by trying to make her response fit with ideas she had not mentioned ("like a check in, kind of?"; "maybe some data-gathering?"; "That's kind of how I think about what you said"), as opposed to being more direct with her, her response and verbal intonations (a hesitant "Yeahhh"; "OK") indicate my reference to the survey and assess model as a method of checking in with children and gathering information about them was new or something she felt was a less suitable definition. Although she replied "OK" to my characterizations of the model, ultimately, she reiterated her view of its purpose when she interrupted my description of it to say it was "...to see what they're going to do on their own before we actually implement something."

This final statement Lana made does, in a way, reflect why a teacher would choose the survey and assess model, in that the teacher wants to understand the needs of their readers prior to implementing instruction. However, in her descriptions, Lana never mentioned students'

needs, behaviors, strengths and/or challenges, or a next-step *teaching* point as what the teacher would be on the lookout for (all of which are included in the purpose of the "survey" part of the survey and assess model). Three times, her focus instead was: The teacher would use this model, essentially, to find out what students could do alone. This demonstrates one instance when Lana had difficulty making a connection between children's reading behaviors and the *teaching* implications those behaviors would hold for her as their teacher.

Soon after this discussion, Lana and I moved to planning how she would open up her model for this lesson. That part of her second pre-conference featured additional statements and suggestions made by her to support the idea she (mis)understood the purpose of "instruction" to be for children to do what she was teaching them to do. For example, when I guided her towards scripting out her initial modeling language, the following conversation took place:

Sherridon [...] Okay. So before we rehearse, let's just talk out loud together a bit about…In your mind, how do you see framing, or opening up, this lesson for them so that they understand the big picture, as readers, what we're back here to practice today? What might you say to them?

Lana: 'Today we're going to read a story. And I'm going to read the first page' - and then I will end up, I will read the first page incorrectly, and I will ask them, 'Did Ms. [Lana] read that correctly? [*pause*] Do we see any'...[*pause*], eh, like modeling an incorrect, or like a behavior that they might do to begin with.

Sherridon: Okay. Let's think through …let's influence, in your planning, using this word 'demonstration': Before we ask them questions-

Lana: Right.

Sherridon: -about what they're not doing yet-

Lana: Yeah.

Sherridon: -how is it going to sound when you show them what it looks like to use a

picture and then crosscheck with visual information? We need some demonstration first.

Here, Lana opted to begin by putting the onus for "answers" on the students: Although their

assessment data indicated to her they were not yet consistently implementing the behavior she

intended to teach them, her first idea for "modeling" was to read a word incorrectly, and then ask

the *students* to evaluate if she had read correctly or incorrectly. This action would have involved

assessing students about the correctness or incorrectness of an action, but it would not have

demonstrated the reading strategy her students needed to learn.

In response to my question that prompted her to think about what it would look and

sound like to demonstrate the objective prior to asking the students to show knowledge of it,

Lana immediately, in the next line of the transcript, adjusted her teaching language quite capably

to reflect how she'd model (a) miscuing on the word "read" in the sentence *Mouse and bear can*

read (by substituting "read" for "book"), and then (b) cross-checking the pictures with the

beginning sound of "read" to self-correct her miscue:

Sherridon: …how is it going to sound when you show them what it looks like to use a

picture and then crosscheck with visual information? We need some demonstration first.

Lana: Okay. So…I can go through and say, 'In this picture, I see a bear and a mouse in a

chair reading a book. He's looking at a *book*. He's reading a *book*. Let's see if I can read

this sentence: 'Mouse and bear can…book.' Book does not begin with /r/. Book. But, I

know that bear is *reading*, so /r/, read: Mouse and bear can read.'

This response from Lana represents one of the strongest attempts I came across in any

participants' data at shifting from a misguided approach to modeling (i.e., omitting

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demonstration and jumping to questions), to - in the very next line - a direct, effective think aloud. As I stated before: There were multiple moments like this one (cited in the description of Lana's salient knowledge) when, if I *prompted* her to, Lana *spoke* in a way that indicated she held strong knowledge of *how* to be direct and clear during a model.

And yet, as the evidence I've reported shows, what she actually enacted in the moment with children was not consistent with the clear think alouds and demonstrations she rehearsed with me in her pre-conferences. Such was the case in this instance: The direct think aloud Lana generated during this second cycle rehearsal was not what she implemented when she taught her lesson.

Instead, this part of the lesson came out as she had *first* suggested she'd do it when her second pre-conference began: She read something incorrectly, then facilitated the "modeling" part of her lesson as more of a puzzle for students to solve. I say "puzzle" because, although Lana's enactment of the "model" did feature bits of the think aloud she'd rehearsed during planning scattered throughout what she said and did, the moment was implemented as more of a series of questions in which she attempted to "lead" the children to the "answer" and did not adopt a true "I do" mode that made her thinking and use of the strategy she was teaching clearly available to the students.

A transcript of this part of her lesson is below; this excerpt from the video is lengthier than prior quotes, but it provides a good deal of insight into how Lana's consistent and most natural instinct was to make children generate "the answer(s)" during lessons, as opposed to demonstrate and being direct about the reading strategies/ behaviors her students needed to acquire:

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[*Lana has her three students open to the first page of their leveled reader (level A)*]

Lana: OK: Ms. [Lana] is going to read this first sentence for you.

Child 1: [inaudible]

Lana: Ms. [Lana] is going to read this first sentence for you. I want you to listen, and follow along. Ready?

All children: Yea!

Lana: 'Mouse-'

Child, off-camera: Mouse-

Lana: '-and bear can book.'

Children's voices together, two off-camera: 'Mouse and can book…'

Lana: 'Mouse and bear can book.'

All three children together, two off-camera: 'Mouse and bear can book!'

Lana: Can you look? [*Points to the first page of her book*] Hmmm: 'Mouse and bear can book.'

Two children's voices together, off-camera: 'Mouse and bear can book.'

Lana: Ok, so, do you think this is correct? 'Mouse and bear can book.' I'm going to think to myself: I said mouse and bear can *book*. I do see that there is a book in this picture, however, if I look, at…[*pause*] if I look at the first word, on the page…[*pause*] the letter [*points to "read"*] starts with an R. I said 'Mouse and bear can book'. 'Book' starts with a B. B and R are not the same letter. So, I need to think about what THIS word [*finger circles the word "read"*] can be. 'Mouse and bear can'...hmm: What…can you do with a book that might begin with the letter R? Casey [pseudonym], can you help me out?

Casey: Uhhhh…

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Lana: What can you do with a book that MIGHT begin with a -

Casey: Read!

Lana: Read! Can we try that? Let's try that [*some children read with her*]*:* 'Mouse and bear can read.' Read.

All children: 'Mouse and bear can read'.

Lana: Does that make sense? Does the beginning sound match?

One child, off-camera: Yes.

Lana: Yes. Does it match the picture?

[*silence*]

Lana: Does it match the picture Jared [pseudonym]? [*Points to page one in Jared's book to get his attention*]

Jared: Mhm.

Lana: Does it match the picture Keven [pseudonym]? [*Points to page one in Keven's book to get his attention]* We said, 'Mouse and bear can READ.' Does that match this picture? [*Points to page one in her book*]

Keven: Yea!

Lana: It is because mouse and bear ARE reading. 'Mouse and bear can read.' Now, I would like for you to whisper, and try to read the book by yourselves. So Ms. [Lana] is going to walk around and listen and see if you can read this. So we're gonna use the pictures…use the pictures [*taps on Jared's page one picture*], use the pictures [*taps on Keven's page one picture*]

[*All children begin to attempt to read alone as Lana starts to circulate*]

My analysis of this part of Lana's video noted a few things about the moves she made, alongside a comparison of how those moves compared to what she'd planned to do. In her rehearsal, the think aloud for this part of the lesson was scripted to be very precise and direct, since I'd prompted Lana to be explicit and to avoid starting with questions instead of demonstration. For example, she had planned to miscue by reading the word "book" for "read", then model aloud how she used the pictures in the book to realize "book" was probably the word "read" since the word she was looking at started with the /r/ sound.

In contrast, in her actual enactment of this moment, her talk did feature some of the language that was close to what she'd planned to say (i.e., "I'm going to think to myself: I said 'mouse and bear can *book'*. I do see that there is a book in this picture…"), but in place of following that language up with a direct conclusion of how she used the available information in the book to strategically self-correct, she turned the moment into a question for the students when she stated, "So, I need to think about what THIS word can be. 'Mouse and bear can'...hmm: What…can you do with a book that might begin with the letter R? Casey, can you help me out?" and "What can you do with a book that MIGHT begin with a[n R]?"

Casey, who Lana called on to answer her question, was able to guess the correct word. I noticed Casey was the most confident reader in the group: He could be only partially seen, but consistently heard, reading the pages quickly and accurately without Lana's assistance. After Casey rightly guessed the word was "read" - and without any conversation about the reader strategy (or strategies) he'd used to arrive at that conclusion - Lana posed a series of questions to the rest of the students: "Does that make sense? Does the beginning sound match?"; "Does it match the picture?"; "Does it match the picture Jared?"; "Does it match the picture Keven?".

Jared and Keven may have truly agreed with Casey, but what I observed was that when Lana released the children to then read on their own, Keven, in particular, sat with his eyes darting from peer to peer, listening to their reading, and made attempts to copy what they said because he seemed unsure of how to read all of the new vocabulary on his own. For example, he'd mutter words with his finger moving on his page, but without looking down at the page as he "read".

In a code from Lana's first lesson, after she'd asked the students at one point to answer a question as a group, she coded that she felt she should have asked the students to individually answer her; I interpreted this to mean Lana thought she needed to see if the students could all, independently, correctly answer her question (as opposed to letting them blend in with the answer of the group). That appeared to be what she did here when she asked both Jared and Keven (in not so many words) if they agreed with Casey.

Once Jared and Keven provided her with an affirmative response that they agreed with Casey, Lana seemed to take this as evidence they were ready to read alone, and, without having ever actually modeled the literate behavior the children needed from start to finish, she released them and told them she was going to "walk around and listen and see if you can read this". Although the purpose of this lesson was for Lana to guide and coach the students to cross-check visual information with pictures to read unfamiliar words, in the end, the lesson evolved to where the children were told Lana's focus was if they could read the book (a form of assessment).

It's important to note that during the remainder of Lana's lesson, once students started to read to themselves, Lana did stop and listen to students read and attempt to provide them with support. Most obviously, her coaching for children featured a technique we'd practiced during

rehearsal when, if a child tried unsuccessfully to self-correct, Lana prompted them to try their

second guess (which was incorrect) in the sentence and ask themselves if it made sense.

For example, when Jared became stuck for an extended period of time on the word

"baking", although Lana stayed too long with him on this word and asked too many questions

before getting more supportive in her talk, Jared eventually told Lana he thought that word might

be "birthday cake", to which Lana prompted him (as we'd practice in her pre-conference), "So

let's try THAT." When Jared tried "birthday cake" in the sentence, and then was quiet (without

observing it did not fit the words on the page or make sense), Lana shifted from asking him

questions to telling him the word was "baking".

Since Lana asked so many questions and was not specific or direct in her coaching,

Jared's confusion increased and his solution (to try "birthday cake" for "baking") did not make

sense; however, Lana's response to have him try his idea in the sentence matched what we'd

practiced in rehearsal, and is an important piece of evidence that what we practiced in coaching

was something she, like Maren and Bella at certain points, did attempt to include in her teaching.

The finding that Lana's teaching contained a mixture of (a) what we'd practiced in her

rehearsal (i.e., her opening think aloud featured some explicit thinking aloud with a series of

questions; her long series of questions for Jared prior to prompting him to try his idea in the

sentence) and (b) what came most naturally to her (expecting students to do things on their own)

is not unsurprising and points to the complexity of learning to teach.

It also, as I've stated before, shows how Lana's instincts were at work against what she

was learning in literacy content coaching: For her, it was not a difficulty to *talk* in direct and

explicit teaching language during planning, and she knew this was the kind of language we'd

planned together. However, when she was in-the-moment with children making decisions, her

(mis)understanding that they needed to do things on their own frequently overrode her more supportive planned teaching moves and language and resulted in a lack of instruction for children

Maren, Bella, Lana: Cross-Case Observations

As is to be expected, Maren, Lana and Bella showed some diversity in how they thought about and approached teaching in this study. At the same time, I noted trends across their data, most obviously in relation to the kinds of things they were confused about in connection with the purpose of teaching reading, why readers read, and what it means to learn. In this section, I describe these trends, which will set the stage for a discussion in chapter five about the implications of the results of this study for teacher educators and how we prepare future literacy teachers.

Trends in Participants' Knowledge

When preservice teachers initially attempt to enact new pedagogies, it is expected that their enactments will likely feature some amount of confusion, uncertainty, and/or mistakes, given these are all part of the learning trajectory of an educator. While the confusions my participants showed makes for insightful data from which teacher educators may better design and implement literacy teacher preparation pedagogies, they do not detract from one important trend I observed across all three participants' data sets, which was: Traces of what was discussed and practiced in literacy content coaching sessions, albeit to varying degrees, could be seen in Maren, Bella, and Lana's teaching. Put differently: In their enactments of coaching cycle lessons, all three participants showed knowledge of the literacy practices and content we'd explored when we planned their lessons and tried to act on that knowledge in their interactions with children.

Interestingly (and unsurprisingly), each participant's approximations of her lessons were a combination of what she had rehearsed with me and one or more of the confusions she held. This is notable in the context of this study, in particular, because the ways in which each participant spoke, acted, and coded her videos for reflective conversations paints a robust picture of what she most deeply believed about teaching. These pictures made it all the more apparent when a participant engaged in teaching moves that did not necessarily fit within her existing mental structures about what it means to teach and learn - and WHY teachers teach - but, instead, engaged in the actions she did in an attempt to "take up" the teaching practices and/or language she'd learned during her pre-conferences and/or post-conferences.

In the case of Maren, she had experience with teaching guided reading prior to entering her coaching cycles. This meant she held some initial understanding of the major parts of guided reading lessons. Although, as we saw in her data, her lessons moved quickly, the fact that she was already comfortable with the basic structure of a guided reading lesson meant that our coaching conversations could be targeted more on understanding the content she taught, and how to model and demonstrate.

As I noted in her section, Bella showed attention to what she learned in content coaching not only in the way she delivered her lessons with her plan close at hand (and referred to it throughout teaching), but also in the pauses she took at certain points on her videos. Often, these pauses happened when she was at points of uncertainty about how to respond to a student. What followed her pauses was not always helpful to students; however, her pauses and references to her plan showed her attention to approximating in the moment what she'd planned on paper to do during each lesson.

Lana's data, as discussed previously, showed an interest in the extreme to adhering to the structure of what she'd planned to teach. Although this extreme attention to "getting through" each major "step" of her lesson posed some problems for students, Vygotsky's (1978) theory of the *knowledgeable other* suggests that if given enough mentorship and supported practice, Lana's ability to carry out the parts of a lesson could be refined to be more and more effective as they feature increasing amounts of explicit teaching and coaching in her language and moves.

Trends in Participants' (Mis)understandings

I found each participant demonstrated nuance in her knowledge of reading, reading instruction, and readers. Maren showed knowledge of teaching more broadly, while Bella and Lana showed some understanding - from a theoretical point of view - of literacy course concepts like the structure of a guided reading lesson, anticipating students' needs in guided reading when planning, and (with prompting and support) how to develop explicit language for a model (although, as I discussed, this piece of their knowledge did not transfer to their instruction in a consistent way). In contrast, in relation to what they (mis)understood, I found salient similarities across their difficulties and experiences as preservice teachers deeply embedded within a clinically rich preparation program field experience. In what follows, I describe these similarities, and, in chapter five, I return to them once more to explore their implications for teacher educators.

(Mis)understanding what it means to "learn". One of the most salient findings of this study was the amount of time Maren, Bella, and Lana engaged in actions commonly associated with "teaching" by both insiders and outsiders to the profession (i.e., asking questions, handing out materials, giving directions, "correcting" children), but mistook those actions for reading instruction. Put differently, they (like their students) were always "doing things" during lessons,

but those "things" often did not amount to instruction that furthered learning. Additionally, Maren, Bella, and Lana often had difficulty articulating the purpose behind what they did in their lessons in ways that aligned with children's specific needs, or authentic reading behaviors that would further their students' literate development. Instead, their purposes aligned more so with images of "teaching" and "learning" that situate teaching as a didactic enterprise, or a series of steps or to implement in order to "lead" students to "right" answers or "an" interpretation of a text.

Put differently, they were not yet thinking about the consequences of their decisions in terms of *instruction* or reading development. It is likely that, if directly asked, they would identify the word "learning" as part of a teacher's goal, but "learning", for them, seems to have equated to "success" - success children should experience right away and without the teacher's help, if possible. In transcript data, I repeatedly lead conversations toward topics such as (a) what specific students' needs were, (b) what materials and teacher moves (instruction) would address those needs, and (c) the "why" behind the ideas participants suggested.

However, evidence suggests I was trying to coach for something they didn't yet have a mental category for: What it means to "learn". Maren, Bella, and Lana's difficulty with conceptualizing "learning" as the goal of their teaching manifested in different ways in their transcript data and Edthena codes, in particular, through (a) some of their articulated thought processes and (b) what aspects of their lessons caught their attention. Examples of these include:

- The confusion that if children hear/see something, they will remember/understand it the next time they encounter it (Bella)

- The confusion that if a teacher "provides steps" (Maren/Lana) or "explains" something clearly enough (Maren), as opposed to models/demonstrates, children will understand it

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- The confusion that if children have fun (Maren) or "feel confident" (Maren/Bella), they will learn

- Participants' consistent attention to instances when children did things successfully (a) quickly, (b) with no prompting, and/or (c) without help (Maren, Bella, Lana)

These ways of thinking do not recognize that learning happens incrementally, across time, and that reader behaviors and thinking manifest differently for each individual child. Further, again, they miss the role of the teacher in learning: Teachers model and demonstrate to provide children with behaviors/skills to imitate (Vygotsky, 1978). Children may have fun during a lesson, feel pleased with themselves, and/or memorize particular things, but ultimately, if they do not know how to read, having fun and/or *feeling* confident (while being valuable aspects of classroom life) will not teach them to read.

In planning conversations, in particular, Maren, Bella and Lana tended to conceptualize what they would do in a lesson in terms of tasks students would complete, answers they needed to "arrive at", or things that needed done within the time allotted for their lesson. When we spoke about "modeling" and "supporting" or "guiding", I characterized these pedagogies in terms of how a teacher could support learning, while they tended to consider how they would help children get to "right places" and, at times, even questioned if they *should* engage in such practices (such as when Bella asked "Should I tell them that?" when I offered a possible coaching prompt to use with readers, or when Lana told me she wanted children to do things "on their own").

This mismatch between the professional language I used to talk about modeling and guiding, in particular, and what participants understood that language to mean is a challenge of teacher education that has been documented elsewhere by Kennedy (1999) as one aspect of what

he refers to as *the problem of enactment*: Through rehearsals, I attempted to make clear how "modeling" and "guiding" looked and sounded in the situated contexts of participants' lessons. And yet, one of the most consistent findings of my study was that participants maintained the structure of the lessons we planned, but compromised the language I modeled and helped them script out when we'd planned together.

This seems to have been their *intuitive screens* in action - a phrase Goodman (1988) wrote about over three decades ago: To the extent it could be integrated with their existing "image" (Calderhead & Robson, 1991) of teaching, participants held onto what they learned from me - namely, the "what" of the lesson structure (what children would do), but did not implement the explicit teaching aspects of what we'd planned for them, as the teacher, to do that would have amounted to *instruction*.

Participants' (mis)understanding of learning and instruction likely served as a foundation for two other salient (mis)understandings they demonstrated: First, the (mis)understanding that meaning is not central in everything a reading teacher decides/does, and second, that skills do not need to be (or *should* not be) taught and coached. In what follows, I describe these commonalities in their data, which seemed to manifest, at least in part, due to their difficulty with conceptualizing the purpose of instruction as being to facilitate learning.

Meaning is not central. By way of reminder, *meaning is central* is one foundational pillar of effective literacy instruction outlined by Cunningham and Allington (2016). This pillar refers to the orientation of instruction in a literacy classroom toward the development of thoughtful communication skills, children engaging in conversations, children learning problem-solving, self-regulation, and comprehension skills/behaviors, as well as investigation of open-ended questions that require exploring multiple perspectives/solutions to a problem. The

meaning is central pillar identifies the importance of keeping the authentic purpose of an objective at the heart of what children do and of designing instruction outward from that purpose.

These characteristics of the *meaning is central* pillar point to the long-term nature of learning and development when it comes to reading instruction. Thoughtful communication, strong conversations, problem-solving skills, self-regulation, and deep comprehension all require a combination of (among other potential factors) teacher modeling/coaching, repeated experiences with texts of varying type/difficulty, a community of readers to engage with, and time. To hold meaning at the center of reading instruction requires a teacher to develop a level of comfort with uncertainty and ambiguity in relation to how readers make meaning of what they read (given this is often a nonlinear and iterative process), as well as recognition that problem-solving and conversation can be open-ended experiences. Further, teachers who keep meaning at the center of what they do will need to view their instruction each day as just one step in the overall scope and sequence of their curriculum (they are "playing the long game", we might say), to avoid treating objectives as isolated, unconnected, or an item on a "checklist" for the day.

As the evidence I presented has shown, Maren, Bella, and Lana each showed attempts at implementing some of the literacy practices they learned about and rehearsed during coaching pre-conferences. However, their attempts in real-time during their lessons often lacked authentic modeling and/or purpose because each participant showed difficulty keeping meaning at the center of their planning and teaching. The "why" for the lessons I studied in this research often got lost due to a salient (mis)understanding each participant held about the goal of teaching reading. Table 16 shows a sampling of evidence I've already discussed in depth in each participant's individual section that points to how they manifested difficulty with keeping an authentic and/or long-term purpose at the heart of their instruction. By "long-term" I mean an

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understanding of what they taught in terms of how it could and should develop across time rather than needing to be achieved in a single day.

Table 16

Participant (Mis)understandings About "Meaning is Central"

	Evidence:	Data source:
Maren	Sample A: Maren stated she didn't really think much about reasons readers choose to read, and she found the exploration of that question to be "tricky"	Pre-conference two transcript
	Sample B: Maren saw the benefit of delivering clear instruction as being that children would subsequently able to "answer the questions" she asked them	Pre-conference two transcript
	Sample C: After Maren taught something too easy for her students, she said if she'd known her lesson was going to go so quickly, she'd have had more books to do more of the same in, in contrast to adjusting her objective to more closely align with students' needs	Post-conference one transcript
Bella	Sample D: Bella saw her teaching moves as being to get students "where she needed them to be" and implied there was "an" interpretation of text students should arrive at	Cycle one Edthena codes/post-conference one transcript
	Sample E: Bella viewed children's varying understandings of word meanings as a barrier to	Post-conference two transcript

Table 16 (Continued)

	having whole-group conversations about vocabulary (since children would think different things during a conversation)	
Lana	Sample F: Lana wanted students to be correct, often right away, in relation to the things she asked them to do	Cycle one lesson video
	Sample G: Lana worried it would take too long to model experiencing both success and difficulty related to a reading strategy, and subsequently questioned if she should just pick one to model to not take up too much time	Post-conference two transcript

For Maren, her distraction from meaning manifested in the way she, herself, had not yet developed a framework for thinking about authentic or real reasons readers might choose to read (Table 16, sample A), along with her fixation on children "answering questions" as being the central end goal of her teaching (Table 16, sample B). Her data also showed how she commonly described a "what" when she came to pre- and post-conferences (some kind of task or activity she suggested she'd do with children), but then experienced difficulty providing a meaningful "why" behind that suggestion that connected to the needs of her specific students (Table16, sample C).

Bella wrestled with how to keep meaning at the center of what she did in a slightly different way. Similar to Maren, she wanted children to get to what I've referred to as "right places"; however, whereas Maren focused on "answers" or "the answer", Bella tended to focus

more on developing particular interpretations of text (Table 16, sample D). Bella also showed discomfort when something wasn't "neat" and straightforward, such as vocabulary teaching: For example, in her mind, the whole group setting was not a place to address word meanings since it was unlikely all of the children would agree on "a" meaning of the word(s) under investigation (Table 16, sample E). Bella's desire to have her students all reach a common place in their understanding of words was, in her mind, a reason to avoid larger group conversations about words, when doing so would actually have set the stage for them to engage in meaningful reader behaviors like exploring different interpretations, verbal articulation of their thinking, and building on the ideas of other readers in conversation.

For Lana, meaning was often eclipsed by a desire for correctness. Although she did not necessarily frequently refer to students getting "the answer" (like Maren), or getting to "a" place (like Bella), she spoke and made decisions in ways that conveyed her own personal desire to be "correct", and her interest in making sure children did things "correctly" (Table 16, sample F). At times, she focused on helping kids do things in correct ways, but without providing modeling or coaching so they could understand the "why" behind what she said/did. When Lana worried that modeling and/or coaching might take too long, she was even willing at one point to consider eliminating some of the modeling students were likely to need (the primary point of her teaching) in order to stay within a certain time frame for her lesson (Table 16, sample G).

"Correctness" is one thread that ran across all three participants' data in terms of what took their focus off of the main reason for their teaching (to model and coach reading skills/behaviors for students) and set them on a path to, instead, be distracted by if and how quickly students could arrive at particular correct destinations in terms of understanding or doing something. In chapter five, I explore contextual factors that undoubtedly made it particularly

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difficult for Maren, Bella, and Lana to adjust their focus to keep meaning at the center of their planning and teaching decisions. But before I turn my attention to that subject, I unpack a second commonality across all three participants' data: Their (mis)understanding that teaching is about children "performing" the lesson objective instead of learning it through explicit teaching and coaching.

Skills are not explicitly taught and coached. By far, the most salient commonality across participants' data was the presence of their shared (mis)understanding that children do not need to be taught how to do the things they set out to "teach" them to do. Maren, Bella, and Lana all made statements and teaching decisions that manifested their misguided goal for students to essentially "perform" what they said they were going to teach them to do. The end result of this was their students were often expected to work independently or demonstrate knowledge and understanding of reading behaviors and skills they had not yet seen modeled or coached.

This is a striking finding in that it represents a paradox in which the purpose of instruction was identified by participants through an objective, but then they wanted that objective to be carried out by their students with minimal or no assistance or demonstration from them, even though the catalyst for teaching their coaching cycle lessons to begin with was their recognition (after some prompting and support from either myself or their CT) that students were not yet able to effectively and/or consistently do the thing the participants set out to teach them.

As I demonstrated previously in my reports of each participant's individual findings, Maren, Bella, and Lana's confusion that students did not need (or, in the case of Lana, perhaps that they *should not* receive) explicit teaching manifested through both their talk and their teaching decisions, although in slightly different ways. In Table 17, I've organized some of the most representative transcript evidence, in particular, that conveyed this common confusion they

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held. Although their confusion manifested in slightly different ways, two common threads that ran throughout their data were: (a) Participants' (mis)understanding that their role as teacher was to explicitly teach a literate behavior/skill, and (b) participants' tendency to engage in assessment moves during "teaching" times (their lessons were often full of asking students to perform what they were "teaching" them to do prior to showing them how to do it).

Table 17

Participant (Mis)understandings About "Skills are Explicitly Taught/Coached"

	Evidence	Data Source
Maren	"I don't think I like the word 'instruction'. I think I like just 'explicit strategies', because eventually the goal is they won't need instruction to do it, it'll become a natural thing."	Pre-conference one transcript
	"...part of having balanced instruction is having the students learn as well. It's not just me sitting there talking to them all the time. They're supposed to be hands-on doing it."	Post-conference one transcript
	"Today it was very teacher-centered...I modeled for them and then they did it…"	Pre-conference two transcript
Bella	[To begin the lesson]: "I want them to be able to tell me what they did [yesterday] and that way I can see, like, I can gauge where they're at and if I need to go back and cover something."	Pre-conference one transcript
	"So then if I modeled this and had them finish the rest of the passage on their own...would	Pre-conference two transcript

Table 17 (Continued)

	I...should I check in with them?"	
	"[During my model], one of the students was picking up on what the word meant before I fully got through my…think aloud…which was great. Like she got there before I did, great. That's, like, what I wanted…"	Post-conference two transcript
Lana	"I want them to be able to do it for themselves. I don't want them to just want a teacher, I want them to try it independent.	Post-conference one transcript
	[To a student]: "You have to do it yourself, ok?"	Cycle one lesson video
	[To begin a model, Lana suggested she say]: "'Today we're going to read a story. And I'm going to read the first page' - and then…I will read the first page incorrectly, and I will ask them, 'Did Ms. [Lana] read that correctly?"	Pre-conference two transcript

Maren showed this (mis)understanding through her focus on children doing or understanding something "quickly", and her tendency to ask children questions but not provide them with much modeling or coaching to speak of. In one excerpt, Maren even referred to her modeling from a past lesson as having meant the lesson was "teacher-centered" (something her particular school district openly advocated against). Bella's manifestation of this (mis)understanding came through her hesitancy to be direct with students and question if it was "ok" for her to be direct with children in demonstrating or providing them with information

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when they experienced difficulty or confusion during a lesson. In Lana's case, her (mis)understanding was more explicit in that she repeatedly and directly stated she wanted children to be able to do things "on their own", and then taught accordingly (when she released children to work independently very early on in a lesson) and tended to ask students many questions without substantial modeling or demonstration for them to work from.

Conclusion

Although it was beyond the scope of this research to study the specific origin(s) of the beliefs Maren, Bella, and Lana held, the nature of their beliefs ((mis)understandings) indicate their "mental models" (John, 2013) of what it means to read, to teach reading, and to learn were shaped in powerful ways both by the context of their internship setting (and what was modeled/required within that setting), as well as their personal conception of reading and why readers choose to read, which had been forming prior to their formal teacher education. This points, once again, to Lortie's (1978) theory of the apprenticeship of observation: As we've long known, learning to teach entails a powerful socialization process that, as Lortie pointed out, begins many years before preservice teachers enter the classrooms where they ultimately complete their internships.

However, what the findings of this research point to convincingly is that a preservice teacher's apprenticeship of observation, in the literal sense of those words, also does not *end* once they step foot in their internships: It continues to develop in powerful ways that are shaped by the apprenticeship they complete as they're immersed in the mindsets, practices, and routines of the stakeholders who oversee their professional development in classroom settings. This "apprenticeship of immersion", depending on where and with whom it takes place, will make some ways of thinking and teaching available and possible to preservice teachers, while

precluding others. Vygotsky (1978) stated, "Children grow into the intellectual life around them" (p. 88), and my findings in this research suggest that preservice teachers do, too. In the next chapter, I discuss this and other findings of this research, as well as their implications for preservice literacy teacher education and future research.

CHAPTER 5: DISCUSSION AND IMPLICATIONS

Summary of the Present Study

For decades, researchers have investigated preservice teacher beliefs. This corpus of work established empirically that the beliefs a preservice teacher enters their formal training with influence the teaching decisions they make (i.e., Anderson & Holt-Reynold, 1995; Nespor, 1987; Pajares, 1992), and even what they are able to learn and act on from their teacher preparation program (i.e, Anderson & Holt-Reynold, 1995; Calderhead & Robson, 1991; Zeichner et al., 1987). However, as Anderson and Holt-Reynolds (1995) pointed out more than two decades ago:

> …such knowledge does not advance the practice of teacher education, nor does it contribute to theories about how prospective teachers learn only when it focuses on limitations. Only when teacher educators begin to fill in the details about interactions among particular beliefs, pedagogies, and content will they be able to use their knowledge about their students' beliefs in positive, productive ways. (p. 25)

I agree with Anderson and Holt-Reynolds (1995) when they say focusing on the limitations of teacher education in its ability to impact, or "leave a mark", on the beliefs of preservice teachers does not advance our practice as teacher educators. In the past, research in this corpus has been stuck in a cycle wherein researchers: (a) Study the beliefs of a set of preservice teachers, (b) report on those beliefs, and then (c) call for more work either on other beliefs preservice teachers hold, or, into pedagogies that may prove effective in impacting students' thinking.

There are several limitations to this current body of work and to the cycle it's stuck in:

First, past work has generally relied on self-report data collection instruments (i.e., Anderson & Holt-Reynolds, 1995; Barnyak & Paquette, 2010; Deal & White, 2006; Duffy & Atkinson, 2001; Hong-Nam & Szabo, 2012; Linek et al., 2006; Nierstheimer et al., 1996; Nierstheimer et al., 2000), which calls into question if the researchers' findings represent participants' authentic beliefs, or perhaps what participants wanted the researcher to think they believed. Second, past work has taken it as proof that beliefs are notoriously difficult to change when they studied preservice teachers in a literacy course, or in a field experience, and the course or field experience was unsuccessful at shifting participants' beliefs.

However, in these studies, there was no *knowledgeable other* (Vygotsky, 1978), or more capable other who held specialized content knowledge in the area of literacy, who was intentionally guiding the preservice teachers through articulating and examining the "grounds" (Dewey, 1933) on which their beliefs were based. In contrast, prior work has treated course assignments or field experiences as if they, in and of themselves, can bring about a change in thinking. Because I align with sociocultural theory (particularly by Vygotsky's (1978) contributions to the theory), I approached this research with the view that learning is communal (Gelfuso & Dennis, 2014), and that preservice teachers, like their students, learn best when they are in an ongoing and intentional apprenticeship with a knowledgeable other (Vygotsky, 1978) who facilitates preservice teachers' *reflection* through invoking intentional dissonance (mental disequilibrium) as a catalyst for prompting a change in their beliefs (Gelfuso, 2016).

With these theoretical understandings in mind, I designed this study to advance this body of work in two primary ways: First, I increased the rigor of the methodology I used to study preservice teachers' beliefs by departing from self-report instruments and, instead, explored

participants' beliefs by investigating their talk during planning and reflective conversations about reading lessons, as well as their teaching decisions during the enactment of those lessons. This allowed me to document the interplay between participants' beliefs and actions, which has long been called for by prior researchers (see, for example, Goodman, 1988). Second, I studied their talk and their teaching across time within the context of an ongoing apprenticeship with a knowledgeable other (myself, their content coach), and assumed that some change in their thinking might be possible given that in this study they were not left to themselves in isolation (to complete teaching experiences or assignments like written "reflections"), but rather, had their thinking intentionally disrupted and challenged during their literacy content coaching cycles.

In what remains of this chapter, I take up three key conversations. First, I discuss my findings. I analyze how parts of what Maren, Bella, and Lana believed and had difficulty with in their teaching fit with the findings of research from the past as well as more recently, and how my findings open possible future directions for preservice literacy teacher educators going forward. Within that discussion, I describe some of the key factors that influenced my participants' knowledge and beliefs, including my own role in some of their (mis)understandings. Second, I examine the limitations of this work, which will lead into the third conversation, in which I suggest directions for future research in light of what I learned through this study.

Discussion of Findings and Implications for Practice

In this research, I learned not only what Maren, Bella, and Lana knew and (mis)understood about reading, reading instruction, and learning, but also some of the reasons why they seemed to (mis)understand what they did. I further discovered their (mis)understandings did manifest consistently, across time, in their instruction. In some

instances, although they seemed in their pre- and/or post-conferences to hold knowledge about alternative ways of seeing or doing certain things when they taught, their instruction still aligned more closely with what they (mis)understood about reading, teaching, and learning. This research further found participants' (mis)understandings did not act alone; rather, it was their (mis)understandings acting in concert with some of the perennial challenges of teacher education more broadly (as I'll address) that resulted in Maren, Bella, and Lana certainly "doing things" during their lessons, but often not engaging in the action of *teaching*.

Below, I begin with a discussion of what, specifically, I learned my participants were confused about, and I situate these findings within the larger corpus of past work related to the beliefs of preservice literacy teachers. Then, I'll show how my findings demonstrate some of the enduring challenges teacher educators have long faced, and still face, related to how to impact preservice teachers' thinking and practices given their incoming "images" of teachers and teaching, and some of the contexts they're placed in for internships. I'll end by making recommendations for preservice literacy teacher educators that are rooted both in what past work has called for as well as what evidence from this study suggests might be effective in the ongoing effort to prepare effective reading teachers who hold equitable mindsets about all children.

Perennial Beliefs of Preservice Literacy Teachers

In this research, Maren, Bella, and Lana held some beliefs that have been well documented in teacher education research broadly, as well as research that has investigated preservice literacy teacher beliefs, specifically. Some of these beliefs have been consistently identified in the thinking of novice literacy teachers for over three decades. Before I turn attention to the question of why preservice literacy teacher education has seemingly still not

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found a way forward to address such well-documented (mis)understandings preservice literacy teachers hold during their time in our preparation programs (including my own inability in this research, as participants' content coach, to move the needle on their thinking to any significant degree), I will summarize the specific beliefs I found that align with past empirical findings.

All three participants believed *reading instruction is a straightforward or overly-simple process* (Brodeur & Ortmann, 2018; Leko & Mundy, 2011; Wall, 2016): As I noted in chapter four, Maren even ended her description of how she usually taught guided reading by saying "it's like simple and sweet and that's what we do" (pre-conference one transcript). For the other two participants, their oversimplifications manifested in how they treated the skills they taught as discreet and basic - skills that could be told or shown one day, and children were likely to be able to remember them the next. Perhaps the most striking example of this kind of thinking came when Lana released her kindergarten students to independently practice decoding unfamiliar words using a strategy she had quasi-modeled (but mostly asked questions about) for just two minutes and fifty-seven seconds prior to releasing them (coaching cycle two video). Further, all three participants showed this (mis)understanding in how they conceptualized reading as something one does to complete a task for a teacher, and in that task of reading, there are "right and wrong" answers or interpretations of text. The idea of children reading for enjoyment or a meaningful, personal purpose was something participants had not yet seemed to give attention to at the time this study took place.

Another trend I noted in my participants' beliefs that has been well documented in past research is the notion that *there is little connection between a teacher's teaching and students' learning* (Anderson & Holt-Reynolds, 1995; Brodeur & Ortmann, 2018; Leko & Mundy, 2011; Linek et a l., 2006; Nierstheimer et al., 1996; Niersteimer et al., 2000; Scharlach, 2008). This

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manifested in participants' words and actions, but also in what they did *not* do and say. For example, when I attempted to help Bella see that when she'd modeled how to attend to context clues and that had moved one student from silence at the start of the lesson to successfully inferring what an unfamiliar word might mean, she missed the connection between her modeling and the student's success. Instead, she assumed the child had already understood the word, and stated the value of the modeling was not that it facilitated learning, but that it showed her students she, too, still had to work through hard things, which made them feel less stressed about having to be right or wrong (post-conference two transcript).

Maren missed the connection between instruction and learning when she referred to one student's growth in reading levels over the course of the year as having happened because "they just needed that push and they needed someone to hold them accountable" (pre-conference two transcript). Her statements that the child "just needed that push" and "needed someone to hold them accountable" positioned learning to read as though it is a matter of behavior (a child just needs to choose to work hard enough, and be called to account if s/he does not), and didn't account in any way for the cognitive development that accompanies reading processes or the role a knowledgeable other (Vygossky, 1978) plays in supporting the development of those processes.

Additionally, I documented the presence of what past research has identified as the belief that *a child's literate abilities/difficulties are due to factors other than the teacher's instruction, including their socioeconomic status* (Anderson & Holt-Reynolds, 1995; Brodeur & Ortmann, 2018; Leko & Mundy, 2011; Linek et a l., 2006; Nierstheimer et al., 1996; Nierstheimer et al., 2000; Scharlach, 2008). Maren conveyed this belief when she communicated the assumption her CT had passed on to her that positioned the students she taught as "underprivileged readers" who

were overly-confident and therefore harder to teach (pre-conference two transcript). Bella communicated it across both of her coaching cycles through the way she placed a primary emphasis on whether or not her lessons would be set up such that students felt "confident" (comfortable), as opposed to placing an emphasis on the modeling and guiding she would do related to the reader behavior she was teaching. Lana expressed it when she stated the student who shut down after she did not provide enough support to him "just didn't want to work" that day (post-conference two transcript).

My participants also showed confusion that *students learn better when teaching is fun or they receive positive praise* (Anderson & Holt-Reynolds, 1995; Gelfuso, 2018; Brodeur & Ortmann, 2018). This was evident when Bella and Maren spoke at their pre- and post-conferences about how important they felt it was to help children feel "confident" (although, as I noted, Bella's use of this word actually characterized comfort, not confidence), and when Maren mentioned she'd partly chosen her first lesson objective because it would be fun and different from what the students were doing whole-group with the rest of the class.

Finally, this research found participants held (mis)understandings that were documented more recently in Gelfuso's 2018 study. Gelfuso (2018) identified several (mis)understandings her students held that matched those of my participants almost identically, including:

- Children do not need to be taught

- Successful teaching is occurring when children are demonstrating the ability to already do what we are "teaching"

- Modeling and guiding are not part of teaching

- Children can do but choose not to

- Children need to be entertained (Gelfuso, 2018, p. 14).

The similarities between Gelfuso's (2018) findings and the (mis)understandings identified in my research leave me wondering how widespread these ideas may be amongst preservice literacy teachers in other contexts, which would be an interesting question for future research to explore.

The aforementioned salient (mis)understandings my students held were drawn on consistently when they planned and made in-the-moment decisions with children, and these ideas seemed to impede them from conceptualizing teaching reading as the act of facilitating *learning* - incrementally, across time. In contrast, they commonly spoke about their teaching goals as being to facilitate the completion of a series of tasks, or to help students understand texts in certain ways. Another way of saying this, drawing on the theoretical framework that guided this study, is that Maren, Bella, and Lana each had difficulty acting as their students' knowledgeable other (Vygotsky, 1978) when they taught. Often, their attention went instead to questioning students and/or trying to have their students do what the lesson objective was aimed at teaching, but without teaching it to them first. When children could do something successfully - especially if they did it successfully *and* quickly - participants were pleased and viewed this as a teaching success.

The problem with this finding is: Maren, Bella, and Lana did not yet see that something a child can successfully do on their own (and quickly) is likely something they could already do (which does not represent *learning*). This is to say: It was likely a skill that was already part of what Vygotsky (1978) referred to as the students' *actual development*, or "already completed developmental cycles" (p. 89), as opposed to being something they could only do with the assistance of a more capable other (that which was in their to their *zone of proximal development* (ZPD) (Vygotsky, 1978). Although their role as the knowledgeable other in the classroom was to

identify and then teach to children's ZPDs, and support the development of reading behaviors and reading for authentic reasons, in contrast, participants showed great difficulty with engaging in modeling behaviors and treating reading as a deeply personal, meaningful experience that readers leverage for a variety of social and personal reasons (Au, 1993; Haberman, 2010).

It is possible they found this difficult because, as K-12 students themselves, they may not have had opportunities to read for personal and meaningful reasons. Among the lessons learned from this research, perhaps one of the most important is the reminder that teachers can't act from a frame of mind they don't hold (Pajares, 1992; Kennedy, 1999): If they don't personally have authentic, joyful, and meaningful reading lives, it is unlikely they will be able to enact instruction that features those characteristics. Likewise, if they don't see themselves as responsible for teaching - for facilitating *learning* - other priorities that better align with their beliefs will "arrest" their thought (Feiman-Nemser & Buchmann, 1985) and, subsequently, their instruction.

As Vygotsky (1978) has noted, "good learning" is "that which is in advance of development" (p. 89). Because of the confused goals Maren, Bella, and Lana held for their reading instruction, they found it difficult to implement teaching practices that *advanced* their students' reading behaviors and enjoyment. This is a significant finding, given that RP literacy coursework as well as literacy content coaching emphasized the professional understanding that modeling and guiding are important in reading instruction in order to facilitate learning. A central question I am left with after the analysis of data for this study is: Why did my students arrive at the end of their final year in RP holding the kinds of confusions they held, including a fundamental (mis)understanding of what modeling is and what it means to learn, given the amount of literacy coursework and content coaching they engaged in? It is these questions I wrestle with next.

The Perseverance of Preservice Teachers' (Mis)understandings: A Sociocultural Analysis

Britzman (1991) notes, "...learning to teach is not a mere matter of applying decontextualized skills or of mirroring predetermined images; it is time when one's past, present, and future are set in dynamic tension" (p. 31). This research richly highlights that dynamic tension: In alignment with sociocultural theory, I recognize that the participants in this study did not develop their ideas about teaching, reading, and learning in a vacuum.

Rather, when they planned and taught lessons, they had to navigate their own beliefs and priorities (which evidence suggests were influenced by their apprenticeships of observation (Lortie, 1975)), and those of at least two other stakeholders in the social and professional world they operated within as future teachers: (a) what I, as their content coach, believed and asked or suggested they do (in concert with the expectations of RP), and (b) what their CT believed/required them to do. Below, I explore how each of these factors played a role in forming or maintaining their (mis)understandings.

Participants' apprenticeships of observation. In content coaching sessions, the two most common conversations I found I facilitated with participants were conversations to reinforce the pillars that *skills are explicitly taught and coached*, and *meaning is central* (Cunningham & Allington, 2016). Although I did not always use these exact phrases when I referred to these pillars, they were the guiding ideas I most frequently attempted to draw students back to when they seemed confused about how to set an objective, align lesson decisions with an objective, or when they seemed to think it was a problem that students showed difficulty with an objective (in other words, when they forgot they were there to teach students to do things they could not yet do - not to have children perform reading behaviors they had already mastered).

And yet, those two pillars are pillars participants' beliefs showed the most (mis)understanding of. As their teacher educator and as a researcher, I'm left asking myself: Why? One reason, to be sure, is due to my own weaknesses and missed opportunities as a coach at the time this study took place (a subject I delve more deeply into later in this chapter). Following my previous assertion in chapters two and three (based on Gelfuso's 2016 work) that reflection is the mode of thought by which an individual experiences a change in thinking, and reflection comes about through dissonance (which acts as a catalyst for reconsidering one's ideas), my findings in this study point to the fact there were many instances in Maren, Bella, and Lana's coaching sessions when I was unable to invoke dissonance in their thinking such that they were prompted to re-think their ideas about reading, reading instruction, and learning.

However, prior work done by Kennedy (1999) and Feimen-Nemser and Buchmann (1985) provide further insight to help make sense of why creating conditions such that these three preservice teachers might experience dissonance about their (mis)understandings in the context of their internships proved so difficult: For one, there was limited (if any) available evidence around Maren, Bella, and Lana in the context of the district and schools where they interned to suggest their beliefs even *were* (mis)understandings.

On the contrary, when they identified the next topic on a curriculum map as their lesson objective (regardless of if students' assessments showed they needed that objective), or focused less on modeling and more on how to ask a good question to begin their lesson or to "get" children to "certain" places, or spoke about reading in terms of if children could show "correct" comprehension of a text, they were successfully mirroring the language, routines, and procedures of the larger district and school environments where they interned for a full school day, four days a week, from the start of their school year up until their graduation the following April.

Coupled with this was the confounding factor that Maren, Bella, and Lana entered RP with an apprenticeship of observation (Lortie, 1978) that was shaped by the No Child Left Behind Act (NCLB) and the pressures of high-stakes testing: Achievement tests from this era largely reduced (and continue to reduce) reading to discrete skills in order to measure "achievement" (Johnston, 1999), failing to recognize much of what makes reading real and meaningful, and leading to an overemphasis (as seen in this study) on standards-based instruction (Aukerman, 2008). Kennedy (1999) calls preservice teachers' apprenticeship of observations an "invisible element in learning to teach" (p. 55). Kennedy (1999) further states their apprenticeship gives them a frame of reference they function within and use to

> formulate their plans, interpret their experiences, and respond to classroom events. So when reformers ask for an entirely different type of teaching, they are asking teachers to shift to an entirely new frame of reference. This is no simple task. (p. 56)

My findings echo the fact that this is, indeed, no simple task: Maren, Bella, and Lana each held some enduring ideas about what it means to read and to teach reading (and showed difficulty thinking about what it means to learn). This seems likely to trace back to the nature of how those things were modeled and characterized for them as K-12 students themselves.

This state of affairs stands as one explanatory thread for why preservice teacher beliefs continue to be so difficult to impact: The apprenticeship of observation breeds a problem Britzman (1991) has addressed, and what Feiman-Nemser and Buchmann (1985) refer to as *the familiarity pitfall.* They note, "Preservice teachers are no strangers to classrooms" (Feimen-Nemser & Buchmann, 1985, p. 10), and the familiarity pitfall stems from their "tendency to trust what is most memorable in personal experience" (p. 10). They argue, "In early field experience, unquestioned familiarity is a pitfall because it arrests thought and may mislead it. People

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generally do not recognize that their experience is limited and biased, and future teachers are no exception" (p. 10). This could be seen in the thinking and behavior of my participants, whose thoughts were indeed arrested by what they perceived to constitute "teaching" and "reading", and often misled them in their teaching practices in ways that facilitated "doing things" but prevented them from attending to if and how learning had occurred.

Preservice teachers' memories lead to their "selective interest" (Feimen-Nemser & Buchman, 1985) in the priorities, routines, and practices in a classroom that match their own ideas and images of classrooms and teachers, and those ideas/images "have the self-evidence and solidarity of the taken-for-granted" (Feimen-Nemser & Buchmann, 1985, p. 10). It is difficult to disrupt what seems–and has seemed, for many years in the making–self-evident and taken-for-granted in the mind of a preservice teacher, particularly when their frames of reference are reified by the settings they are saturated in day after day for many months. This leads me to a second pitfall that may account for the enduring nature of participants' (mis)understandings: Their internship contexts.

Participants' internship contexts. In the past, researchers have often focused on the "folk theories" (Bruner, 1996) or *eclectic rules of thumb* (John, 2013) preservice teachers bring with them into their preparation programs that shape their practice upon entry to the classroom. As I've addressed, these do exist and prior research has heavily documented them (i.e., Anderson & Holt-Reynolds, 1995; Brodeur & Ortmann, 2018; Calderhead & Robson; 1991; Goodman, 1988; Leko & Mundy, 2011). However, while this body of prior work, and my own past experiences as a coach, lead me to predict at the start of this study that I would find a wide variety of random beliefs about reading instruction and learning that were not aligned with professional knowledge (likely due to participants' unique apprenticeships of observation), in

contrast, I found participants' (mis)understandings actually reflected clear and consistent connections to the priorities and procedures of their internship settings. Far from being designed to help them rethink the familiar and certain ideas ((mis)understandings) that arrested their thoughts and mislead them (Feimen-Nemser & Buchmann, 1985), Maren, Bella, and Lana's classrooms reified the most salient (mis)understandings they held about reading, reading instruction, and learning.

This situation represents a second pitfall and explanatory thread for the persistence of preservice teachers' beliefs, and one Feimen-Nemser and Buchmann (1985) refer to as the *cross-cases pitfall*. They state, "The cross-cases pitfall arises from the fact that classrooms are not set up for teaching teachers" (p. 20). The classrooms where Maren, Bella, and Lana taught were not oriented towards exploring, refining, or reinforcing the concepts communicated through, for example, the eight pillars of effective literacy instruction that RP sought to teach. They were also not designed for the purpose of serving as a "lab" in which preservice teachers could test out new ideas and seek grounds on which to base new beliefs (Dewey, 1933). In contrast, the culture of the district and classrooms where they interned largely aligned with the conceptions they held of reading, teaching, and "doing" (as opposed to learning), and this made for difficult conditions under which for me to create dissonance about ideas and routines they saw replicated day in and day out by those who were in charge of them. Indeed, they were in a setting–and a position as a future teacher who still had not graduated–where their day-to-day success depended on their ability *to* duplicate those ideas and routines that were asked of them.

In saying this, I do not mean to undermine the agency preservice teachers have to ask questions, push back on ideas and procedures, and show autonomy of thought and practice as opposed to simply "taking up" or adhering to the context of their internships. However, the

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extent to which that can or will happen depends on a variety of factors, including individual preservice teachers' dispositions, the support they have available to them *to* push back, and even the disposition of their CTs (whose comfort and willingness to question, and be questioned about, widely accepted practices varies widely). It is indeed important to help preservice teachers recognize and develop their own agency to push back on practices and mindsets that impede children's learning - this should not be something we assume they cannot do.

However, in tangent with that, it is also true that when preservice teachers wonder something, "how they resolve that issue will depend on what is modeled in the classroom and on expectations...[they hold and encounter] at the university and in the school" (Feimen-Nemser & Buchman, 1985, p. 9). In this study, participants were faced with difficulties that were modeled and required of them in their classrooms. The requirements and practices of their CTs, in particular, could be seen in the particular (mis)understandings they demonstrated. For example, Bella expected her fifth grade students to demonstrate an understanding of the complex theme(s) of a rigorous piece of text after just one previous encounter with that text because *her CT* expected that of her and of the students. Maren wanted to teach a lesson to third graders on rhyming words using a worksheet because *her CT* told her that would be something fun and different (without helping Maren see any connection between teaching rhyming and the students' phonics needs). Lana came to planning at the start of her second coaching cycle without any assessment information about her students' oral reading behaviors, from which to plan instruction, because she said her CT had assigned her an objective to teach (apparently without an explanatory conversation).

Additionally, at the time of this study, the schools where Maren, Bella, and Lana interned all gave attention, in different ways, to close adherence to standards and curriculum maps;

planning together as a team was required at Bella's school and heavily encouraged at Lana's. Bella's and Maren's schools were working to raise their school grade, to avoid a state intervention, and Lana's school was working hard to maintain theirs. In the school district where this study took place, there was an emphasis on concepts such as "right answers", "correct" interpretations, and other narrow views of text and meaning-making (which was reflected in all three participants' data). This was largely due to teachers' perceived responsibility to prepare children to locate right answers/interpretations on standardized tests in reading in order to maintain or raise their school grade. In Maren's classroom, her CT had directed her to repeatedly address the state standard related to reading to answer questions and perform tasks, which reified Maren's own sense that reading is about just that: Answers and task completion.

The school district also promoted a lot of discourse about "student centered" teaching (and even used this language in the county observation (assessment) tool for teachers), which began to be conflated with less direct instruction and more "exploration"; I believe this was reflected not only in Lana's misinterpretation of her math coach's advice, but in all three participants' hesitation to explicitly model and coach skills. In particular, it was evident in Maren's tendency to consistently either do most of the work for students or hang back and offer them little to no support.

These areas of misalignment between the beliefs and procedures of participants' internship settings and the content and professional understandings RP sought to teach is a complex dynamic. There remains, however, a third explanatory thread for participants' thinking that must be accounted for, and that is my own contributions to their confusions as their coach. In what remains, I discuss my role in the findings of this research, then offer some

recommendations for how the challenges this study highlights might be addressed in the design of future preservice literacy teacher preparation programs.

My role in participants' (mis)understandings. One trend I noted in my analysis of participant transcripts was that there were repeated instances when my coaching moves or language inadvertently contributed, or failed to respond, to participants' confusions. Sometimes, this happened because participants themselves were not yet able to articulate their questions and confusions.

Other times, it happened because I was not able in-the-moment to identify something they said as confusion. Those moments looked like me moving right on from a comment or question they made that I should have probed and explored further, or, me misinterpreting what they said because I heard it to mean what I seemed to hope it meant (based on my goals for coaching), as opposed to what it really communicated. For example, sometimes I responded to something a participant said by paraphrasing what they'd said–and I would paraphrase it in a way that fit with what I wanted them to see or understand. Other times it seemed like I missed their confusion because I was distracted by another line of thought I was intent on taking them down.

This finding highlights the complex and long-term nature of developing the skills necessary to facilitate content coaching and other forms of content-specific preservice teacher education in effective ways. In the work they do, teacher educators often find themselves navigating intricate systems with competing goals. For example, when I coached participants, it was my role to: (a) Continuously develop and refine my own, and Residents', literacy content knowledge, (b) understand and enact the goals of literacy content coaching, as outlined by RP, (c) identify and respond to my preservice teachers' individual professional needs/readiness to

learn something new, and (d) promote the goals of content coaching while operating within the priorities and requirements of CTs and/or schools that did not always line up with the goals of content coaching. These multiple and simultaneous goals meant I needed to coach in such a way that, at the end of a coaching cycle, the preservice teacher had been empowered and supported to develop, teach, and reflect on a reading lesson that met with the approval of their CT, was based on professional knowledge of reading instruction (guided heavily by the eight pillars (Cunningham & Allington, 2016)), and, most importantly, addressed the needs of the students they taught in such a way that learning could take place. To pursue and achieve these goals, I engaged in a complex form of multitasking, both intellectually and interpersonally, during every coaching cycle.

This finding also points to a reality past research has not given much attention to, and that is: Like their students, every stakeholder in teacher education holds their own set of beliefs and priorities, and it is incumbent upon teacher educators to be reflective about the beliefs and priorities they bring to conversations since, like their preservice teachers, their pedagogies will be influenced (as mine were) by the "lens" of their own beliefs. In this study, my beliefs and priorities were influenced by the theoretical lens that guided my coaching, which was sociocultural theory. They were also heavily influenced by the priorities of RP - in large part, no doubt, because I aligned greatly with the beliefs and goals of that program (as seen through my consistent focus across the data on the eight pillars (Cunningham & Allington, 2016), which served as a framework for talking about effective practices literacy content coaching emphasized).

My lens, which is to say, my beliefs and priorities, became the frame through which I listened to what my students said, ready to emphasize or problematize some ideas over others in

what they said, and at times limited my attention to other things that came up. This may have resulted in missed opportunities on my part to facilitate conversations that would have placed a greater, and more authentic, focus on equity-oriented teaching: As a coach and a researcher, it was my goal to contribute to increasing equity of opportunity for the K-12 students taught by my preservice teachers by focusing on how I could effectively support them to develop strong reading pedagogical content knowledge (PCK) (Shulman, 1986). Because prior research has shown it's a teacher's instruction that has the greatest impact on student learning (Darling-Hammond, 2006; Flores, 2016), I viewed developing strong PCK as an imperative to give students access to leverage their literate skills and identities in personally, socially, and culturally meaningful ways in broader society.

However, a limitation of my lens in this study was that my tight focus on developing PCK lead me, at times, to somewhat de-contextualized conversations about pedagogies and content without facilitating conversations with my participants about their own backgrounds and identities, and how those influenced some of the assumptions they brought into their training program with them about the students they taught, what it means to teach, and what it means to learn. Similarly, my focus on PCK development lead me to keep on with content conversations at times when I needed to stop and more thoroughly challenge some of the biases and assumptions participants held about the students they taught (such as when Maren stated matter-of-factly what her CT had told her, per the teaching of a district training, about "underprivileged readers").

One way I think of this limitation of my coaching is: While I attempted to draw attention to meaningful uses of literacy assessments, and how assessments provide implications for practice to impact student learning, I did not always combine assessment and teaching

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conversations with conversations that acknowledged that "literacy is always embedded in particular social contexts" (Au, 1993, p. 44), and instruction will be enhanced when it takes into account not only the literate needs of students, but also when it employs the use of teaching formats (Cunningham & Allington, 2016), topics, and materials that are of relevance and meaning to the students being taught (Au, 1993; Nieto, 2018; Vasquez, 2017).

In this study, conversations about Maren, Bella, and Lana's school demographics were consistently missing from pre- and post-conferences; such conversations would have facilitated an exploration of their specific students' backgrounds in order to design instruction that taught "*to and through* [emphasis in original] their personal and cultural strengths, their intellectual capabilities, and their prior accomplishments" (Gay, 2018, p. 32). In contrast, due in large part to my own missed opportunities I've just described, my analysis found that participants tended to engage in "teacher acts" that Haberman (2010) argues constitute a *pedagogy of poverty*.

Haberman's "teaching acts" consist of teacher behaviors like (among others) providing information, asking questions, and giving directions. As Haberman (2010) puts it, "Taken together and performed to the systematic exclusion of other acts, they ["teaching acts"]...constitute the pedagogy of poverty." (p. 82). I see the recurrence of these teaching acts not only as insight into the (mis)understandings participants held about teaching, learning, reading, and the children they taught, but as reflective of my failure at that time (due to my own ongoing learning process as a coach) to facilitate coaching conversations that created dissonance sufficient to catapult them towards re-thinking their beliefs.

A pedagogy of poverty stands in contrast to "good teaching" as described by Haberman (2010), which can be characterized by teacher moves like intentionally drawing connections across content, challenging assumptions, connecting new information to information previously

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learned, and maintaining active involvement from students in the learning process. Teaching that draws on a pedagogy of poverty also prevents teachers from striking a balance, as Au (1993) has called for, "between stepping back and giving students the space to construct their own understandings, and stepping in with the support they need for further growth in literacy" (p. 39).

As Haberman (2010) further argues, "Young people can become more and different, but they must be taught how" (p. 84). In this research, participants' growth trajectory involved their fluctuation between providing the support students needed for further literacy growth (Au, 2010) (demonstrating "the how") and "teaching acts" (Haberman, 2010) like asking questions, giving directions, and simply providing information rather than modeling/coaching. Through the lens of the eight pillars, I was apt to draw participants' attention to if/how they had modeled or demonstrated, but did not always situate those conversations in larger discussions about how their over-reliance on questions, telling, and/or procedural directions constituted a pedagogy of poverty in place of rich reading instruction that drew on their students' strengths, cultures, and interests (Gay, 2018).

Additionally, like my students, I had my own confusions about reading instruction and learning that surfaced at certain times in the data. I didn't always understand what my students were being asked to teach as they described it to me (which resulted at times in a long, winding dialogue as I tried to narrow in on an objective), and, at the time of this study, I was still developing my understanding of effective approaches to teaching phonics and vocabulary, in particular. Like any coach, I had to process on the spot constantly, and sometimes my questions or the wording of my statements created confusion instead of clarity.

Finally, I found there were instances when I coached didactically by speaking *at* my students in lengthy monologues, rather than responding to their needs either by being direct and

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concise or by posing a thought-provoking question for them to wrestle with. I found that instances of "didactic coaching" (in the form of monologues) did not always open up spaces for participants themselves to construct their understanding of the ideas we explored, and limited my opportunities to gain insight into their thinking so I could juxtapose ideas next to one another (Gelfuso, 2016) in ways that invoked dissonance.

This was especially prevalent in Lana's data, since she was interested in having me tell her how to do "right things", and I unconsciously obliged. It was also clear in Maren's data, since she often replied to my comments with "Mhm" and "OK", and the data show my difficulty to engage her in deeper thinking in response to those replies. These difficulties I experienced point to the fact that I, too, like the preservice teachers I coached, was on a journey, and that doing the work of mentoring preservice literacy teachers requires constant reflection on practice and refinement of skills in the same way teaching elementary students does.

In chapter three, I noted Anderson and Stillman (2013) argue:

student teaching insiders…who provide direct support to PSTs [preservice teachers], as well as PSTs themselves—stand to offer perspectives, whether as lead researchers...or subjects, that are both unique and essential to developing more complex and contextualized accounts of PST learning. (p. 56)

A strength of this study is the complex and contextualized account I've been able to give of Maren, Bella, and Lana's knowledge and beliefs in action in their classrooms. However, this research has also pointed to opportunities for my own growth, which stands representative of the ongoing development all teacher educators must pursue. When taken along with my other findings, my experience as the teacher educator and as the researcher in this study also points to some specific implications for practice and future research (described next).

Implications of this Research

In this chapter, I have discussed some problematic beliefs all three participants in my research held, and consistently acted upon, in relation to what it means to teach, why teachers teach reading, why readers read, and what it means to learn. In discussing these beliefs, I've examined three explanatory threads to account for why these beliefs were what they were, and the enduring nature of them in the face of my efforts to coach beliefs that communicated very different messages. Specifically, I've looked at how preservice teachers' prior experiences as K-12 students act as an initial period in which their beliefs about reading instruction begin to form. These beliefs they develop from an early age are hard to disrupt once they begin their formal preparation, at least in part, due to the familiarity pitfall (Feimen-Nemser & Buchmann, 1985): What is familiar tends to appear certain and self-evident, and is not easily disrupted.

This was particularly true in the case of Maren, Bella, and Lana because their internship environment reinforced their (mis)understandings, and their specific classrooms were not designed to support them with extending their understanding of new ideas they encountered through literacy content coaching. This dynamic speaks to the second explanatory thread: Evidence from this study and past research (i.e., Kennedy, 1999) suggests the larger context of a preservice teacher's internship (the culture, beliefs and practices of the district, school, and classroom where they intern) may pose challenges to the development of their professional understandings and associated teaching practices if there is misalignment between what the university attempts to teach and what is modeled and reinforced in that larger context. As well, what is modeled in the classroom is primarily concerned with teaching K-12 students, and is not often set up intentionally to teach teachers. This is the cross-cases pitfall (Feimen-Nemser & Buchmann, 1985) in action.

Third, the intentional mentoring we do ourselves, as teacher educators, plays a factor in if/how the thinking of preservice teachers' develops across time. In this research, it was clear I did not always recognize when participants' held confusions, and, at times, missed opportunities to be more direct in facilitating conversations to probe problematic perspectives that did not promote equity of opportunity for their students.

These findings, and the challenges raised by this research, suggest several implications for teacher education. In what remains of this chapter, I discuss those implications in the form of recommendations for future preservice literacy teacher education design and pedagogies. Following that, I discuss recommendations for future research.

Recommendation One: Rethink Traditional Planning/Supervision Models

Past research has often examined preservice teachers' beliefs by examining if and how participants' beliefs or practices shifted after completing a tutoring/internship, or after participating in a course. These researchers often reported little or no shift across time. Because of my theoretical perspective, these findings make sense to me: In studying if/how a course/internship, in and of itself, might change a preservice teacher's beliefs or practices, past researchers treated those courses/internships as if they (as experiences) were enough on their own to (a) disrupt participants' frames of reference (Kennedy, 1999), *and* (b) lead them to develop new professional understandings about reading instruction in place of their old (mis)understandings.

This is not how preservice teachers learn; rather, scholars have argued convincingly (in alignment with sociocultural theory) that professional understandings develop in tangent with the support of a knowledgeable other who facilitates an intentional examination of, and reflection

about, new pedagogies the novice teacher attempts to actualize (i.e., Gelfuso & Dennis, 2014; Gelfuso, 2016; Grossman et al., 2009; Kennedy 1999; McDonald et al., 2013).

This, along with the findings of my study, bears implications for how teacher educators teach lesson planning, and for supervision models more broadly: If preservice teachers are only required to submit a lesson plan in literacy coursework or field experiences (with no supported discussion about it), and/or only see a mentor in their field experience for the purpose of observations or classroom "pop-ins", my findings indicate their supervisors/instructors may never get a true picture of if and how their understanding of professional concepts is developing.

Findings from Lana and Bella's data, in particular, show the need for facilitating conversations with preservice teachers about the details of their plan - what the language of their plan looks like in action, what *they* mean when they say a word versus what *we* (their knowledgeable others) mean (Kennedy, 1999), and why they have opted for the particular teaching decisions they've written on their plan. Bella was honest about the fact that she tended to not know what some parts of her lesson plan template were even asking for, and she was apt to write down plans that reflected what she hoped would happen, rather than anticipate if/how students might need explicit support from her (and how she'd provide it). Lana, in conversations, seemed to have a very strong grasp on explicit teaching (and could role play language that left that impression, too), but, in practice, confused assessing children for teaching them (as did Maren and Bella).

Preservice teachers left on their own to make sense of what goes on in their internship settings may lack the *impetus* necessary (Gelfuso, 2016) to understand or rethink those practices (Feimen-Nemser and Buchmann, 1985; Kennedy, 1999). This is, again, the familiarity pitfall (Feimen-Nemser & Buchmann, 1985) at work. Kennedy (1999) points out,

From their experiences, teachers develop the ideas that will guide their future practices. If

these ideas are not altered during preservice teacher education, teachers' own continuing

experiences will reinforce them, cementing them even more strongly into their

understandings of teaching, and reducing the likelihood that these ideas might ever

change. (p. 57)

This necessitates that teacher educators give attention to the level of support preservice teachers

receive, and to the content expertise of those doing the supporting. However, as I found in this

research, the support of a knowledgeable other is not a magical fix for some of the challenges

unique to clinically rich teacher preparation programs, and does not guarantee preservice

teachers will internalize and enact the pedagogies and content we attempt to teach. This leads me

to my second recommendation based on this study.

Recommendation Two: Account for Complexities of Clinically Rich Programs

Over three decades ago, Feimen-Nemser and Buchmann (1985) asked, "...is experience

as good a teacher of teachers as most people are inclined to think?" (p. 5). My findings in this

study have changed the way I think about the answer to that question, and about how we prepare

future reading teachers in clinically rich preparation programs. Efforts to reform teacher

education, and to "elevate the status of the profession" (Cochran-Smith & Reagan, 2021, p. 5)

have included increased attention to building school-university partnerships (SUPs) and

implementing clinically rich programs (Cochran-Smith & Reagan, 2021; Kennedy, 1999). RP

was one such program. In moving this direction, McDonald et al. (2014) point out: "If the intent

of such a shift is to fundamentally change the preparation of teachers, we argue that it requires

teacher education programs to do more than increase the amount of time candidates spend in

clinical field placements" (p. 500).

Importantly, the directors and faculty of RP shared this belief: As a team of teacher educators, our emphasis and ethos for developing highly effective future educators was not based on the number of hours they spent in internships. Rather, there was a shared intentionality among the directors and faculty about prioritizing (among other things) what preservice teachers did both inside and outside their internship hours. Chief amongst that focus was attention to what type of content-specific support they received from knowledgeable others (Vygotsky, 1978), along with their continuing education in coursework to build their content knowledge.

And yet, even with the added component of the literacy content coaching (Gelfuso & Dennis, 2014) Maren, Bella, and Lana participated in during their final internship - an intentionally *supported* internship - I found they still most often engaged in "teaching" that fit their deeply held (mis)understandings, some of which represented a reproduction of what was modeled for them in their internships. This finding aligns with those of Anderson and Stillman (2013), who documented that even thoughtful and coherent support from a teacher educator was not enough to "counteract the challenges of the less coherent placement" (p. 54) where participants were assigned to intern.

Feimen-Nemser and Buchmann (1985) have alluded to this challenge in the following way:

> Classroom experience in itself cannot be trusted to deliver lessons that shape dispositions to inquire and to be serious about pupil learning. On the contrary, it may block the flow of speculation and reflection by which new habits of thought and action are formed. (p. 10)

Similarly, Kennedy (1999) has noted, "Some programs in schools might give teachers a great deal of situated understanding, all of which is consistent with the frame of reference they already

had" (p. 75). Evidence from this study suggests this was often true for Maren, Bella, and Lana: The misalignment between what I coached and certain aspects of what they saw modeled day in and day out in their internships - like how literacy assessments were (and were not) used to design lessons, and how children were expected to interact with texts for (often meaningless) "school purposes" - served to *miseducate* (Britzman, 1991; Pollack, 2012) them as they reproduced the practices and mindsets of their context.

To say this candidly: Preservice literacy teacher internship contexts can either open up opportunities or *(mis)opportunities* for novices' (mis)understandings to be seen as less self-evident and taken for granted. Findings from this research draw attention to how difficult it can be to create dissonance around unproductive or ineffective practices/mindsets when there is too great a disconnect ideologically between the beliefs, priorities, and pedagogies of the university setting and the field experience settings where preservice teachers complete their internships. They also highlight how important it will be in future work to continue to identify how schools/school districts can liaise together in increasingly effective ways to create coherent preparation experiences.

Grossman et al. (2009) point out that methods courses as a site for teaching future teachers can feel too far removed from the classrooms where future teachers will ultimately do the work of teaching. And yet, the aforementioned corpus of research (in alignment with my findings in this study) has established that increasing preservice teachers' time in their internships brings with it difficulties of its own to overcome in the effort to develop beliefs and practices that, as Gelfuso (2018) puts it, "have the evidence-based support of our most current understandings about quality literacy teaching/learning" (p. 19). What is the answer to this perennial problem?

This is a complicated question indeed. A starting point to address the difficulties Maren, Bella, and Lana's internship contexts posed for long-term learning might be to draw on models for coursework like one developed by McDonald et al. (2014), known as *mediated field placements*. These are "placements in which university faculty and K-12 teachers work closely with teacher candidates and K-12 students to support candidates' learning of specific practices" (p. 501) in the context of a reading methods course that meets at the school where the preservice teachers teach their lessons.

McDonald et al. (2014) state that the mediated aspect of this approach comes through how the course instructors, K-12 teachers, and their preservice teachers "work together to plan, implement, and evaluate reading lessons with children" (p. 511). In this model, participating K-12 classroom teachers receive support to spend portions of time joining the methods course during the school day, and course instructors support preservice teachers with planning and rehearsing lessons, reflecting on past lessons taught, and learning new content and pedagogies. In this process, they begin by modeling lessons for preservice teachers, and they, like Gelfuso (2016)/Gelfuso & Dennis (2014), recommend the use of video to record lessons for preservice teachers to watch their own teaching and the teaching of the course instructor who models lessons.

The model of the mediated field experience McDonald et al. (2014) suggest responds to some of the problems posed by past research (where teacher educators left students largely unsupported in field experiences) as well as those highlighted in this research (where even a supported field experience showed marginal impact (through rehearsals) on students' beliefs/practices) in that: It places preservice teachers in the context where they will teach, but with the ongoing support of their content-specific teacher educator who helps them develop their

professional understandings/practice and make sense of their context *in conjunction with* a K-12 classroom teacher from that context who is also actively involved in the preparation of the preservice teacher (McDonald et al., 2014).

Notably, the mediated field experience model (McDonald et al., 2014) does not respond to the fact that preservice literacy teachers do typically complete literacy coursework and find themselves teaching in their internships even after their literacy classes have ended. This invites the interesting question of if/how teacher education programs could facilitate collaboration amongst instructors across content areas to embed pedagogies from reading methods courses into the literature and authentic assignments of other content area coursework. This would create additional opportunities for preservice teachers to encounter, implement, and refine literacy pedagogies into their reading experiences with children across subjects in the field. However, such a project would require close collaboration amongst the faculty members who teach each content area course in order for preservice teachers to receive consistent instruction related to the purpose and methods of enacting the literacy pedagogies.

Literacy content coaching (Gelfuso & Dennis, 2014) as a follow up to methods course models like McDonald et al.'s (2014) could also hold potential for influencing preservice teachers' practice once literacy coursework has been formally completed. However, content coaching is likely to be most effective if/when there is a strong partnership established between the content coach and a preservice teacher's CT. Admittedly, this was something I found difficult to achieve when I was a coach. This difficulty arose for a variety of reasons that varied depending on the CT, including:

- Conflicting schedules (mine/the CTs')
- CTs' heavy workloads

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- CTs viewing Residents as "extra sets of hands" in the classroom, or viewing them as peers (as they would other inservice teachers)

- CTs' disinterest in engaging in their own or their Resident's professional development

These challenges are important to address, given the primacy of the internship model in teacher preparation. Notably, RP held professional development sessions for CTs that took place regularly throughout the school year to increase CTs' capacity to support their Residents, and as one method of developing strong relationships with CTs. However, these were attended with varying degrees of consistency. The RP stakeholders who developed and implemented the sessions found it necessary to engage in constant reflection about how to make them relevant to the widest audience of CTs possible (in other words, how to address questions and needs that many CTs experienced), and how to make them logistically feasible. This endeavor was an important feature of RP and a responsibility that relevant RP faculty invested much time and effort into refining.

Ultimately, however, a vital characteristic of a CT is a personal sense of responsibility to actively engage in the work of preservice teacher education. The findings of this study suggest teachers who enlist to be CTs have to commit, as a starting point, to being reflective about *their own* beliefs, how those beliefs play out in practice, if their beliefs align/misalign with professional knowledge, and in what ways their instruction impacts student learning. In other words: They must go on a journey along with their preservice teacher, and that journey will require an investment of time from them. It may also require them to push back on some of the policies and procedures at their school site, to model how to be an advocate for students in their context.

Ultimately, responding to the difficulties identified in this research will not depend on any one simple fix. As I've addressed, my findings suggest closer alignment between the beliefs and subsequent practices and routines of the university and school contexts where preservice teachers complete their final internships would be powerful; however, given the complexity of achieving that, and the long-term nature of that project, teacher education has to remain proactive in the meantime. McDonald et al.'s (2014) model may provide teacher educators with a sort of "early intervention" space to disrupt novices' frames of reference (Kennedy, 1999) by providing them with: (a) Insight into what their students know and (mis)understand (by observing their planning talk and practices with children), (b) opportunities to personally model and demonstrate the practices they advocate for, in partnership with K-12 classroom teachers, and (c) ongoing and continuous opportunities to respond to preservice teachers' (mis)understandings by coaching them to form professional understandings (covered in their coursework) as they repeatedly encounter a variety of experiences in the classrooms where they teach.

As Pollack (2012) has noted, "The act of making the in'visible' visible, and the un'heard' heard, is often the first step toward the development of transformative, equity-oriented educators" (p. 885). This study suggests this must be a primary goal in preservice literacy teacher education as teacher educators first become acquainted with the beliefs of their incoming preservice teachers, then design planning, teaching, and reflective experiences in spaces where what has previously been invisible and unheard to them can be made more apparent and interrogated.

Recommendation Three: Develop the Reading Lives of our Future Reading Teachers

Finally, this study suggests it's important for our future reading teachers to be readers themselves. At the time of data collection for this study, when I thought about my role as a

literacy content coach, I took very seriously the ideas of "content" and "coach": I pursued expanding my own knowledge of literacy teaching and learning, as well as preservice teacher education pedagogies (given my original background was in teaching elementary school students). Through conducting this research, I now realized one thing I gave only marginal attention to was: How did my future reading teachers, themselves, view reading? Were they reading at all outside of university coursework for pleasure or other personal motivations?

Looking back, I now see I expected my preservice teachers to model an authentic love - or at least appreciation - for reading for authentic purposes when they interacted with their students, but did not spend enough time facilitating conversations with each of them about their own reading lives and whether or not they had one. I needed them to help children learn to select interesting books they thought they would enjoy…did they know how to do this for themselves? Did they believe reading even could be interesting and useful for purposes outside of the purposes they'd been exposed to in literacy instruction for years as students themselves?

These are questions that were not yet in my purview when I coached Maren, Bella, and Lana. Their difficulty seeing reading as an interesting, meaningful, joyful, and complex act portends the need for teacher educators to intentionally uncover and support the development of the reading lives of our future reading teachers. In this research, authentic conversations and observations of actual teaching gave insight into participants' beliefs about reading and readers. Once that information is obtained, teacher educators should consider how exposure to multimodal forms of reading, along with an exploration of the vast array of genres available today, might help new teachers who have not yet developed an interest in reading connect with texts and topics they enjoy and find meaningful. The findings of this research suggest construction of a personal identity as a reader, and an understanding of the process and purposes

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for reading, is necessary in order for preservice reading teachers to conceptualize the larger

purposes behind their reading instruction beyond the teaching of rote skills, asking questions,

and other "school tasks" that continue to persist in many school settings.

Limitations

There were a number of limitations to this study, and future research (recommended

below) could contribute to moving this body of work forward by addressing those limitations. To

begin with, future work might replicate my methodology, to maintain a more robust approach to

capturing beliefs in action, but study a more heterogenous demographic of participants. My

sample was quite homogeneous in multiple ways: Participants were from similar racial and

economic backgrounds; they were enrolled in the same preparation program; they all interned in

Title 1 schools in the same district.

Further, it would have been ideal if I could have engaged in member checking during the

data analysis phase of this study. For a variety of reasons, I was unable to; however, doing so

would have been an additional step to help ensure I represented the participants' beliefs as they

truly were, and helped to clarify parts of transcripts, in particular, that I did not feel comfortable

drawing conclusions from due to ambiguity in participants' statements and/or word choices.

As I addressed before, this study (like my content coaching) drew on a sociocultural

framework for analysis. Future researchers might find it useful to coach and analyze data from a

critical framework since coaching conversations in this research did not regularly involve

discussions about students' specific cultural and/or linguistic strengths, and/or what specific

materials and culturally relevant pedagogies may have best suited participants' learners and

contributed to more equitable mindsets about them. Future work that operates from critical

paradigms (i.e., Gay, 2018; Nieto, 2018) would likely respond to these limitations of my study.

Another limitation in this study was that I had limited demographic information on my participants. Details like their own specific cultural/linguistic background and academic histories (where they had attended school, for how long, etc.) was not available to me. This information could have helped paint a richer picture of the experiences and/or contexts that likely formed their beliefs about reading instruction and learning.

Finally, it was beyond the scope of this research to study myself, as "coach", in addition to the preservice teachers' knowledge and beliefs. This limits my ability to speak empirically to specific coaching decisions and moves I made and their associated impact on participants' development, which would have enhanced my understanding of the interplay between my coaching and what participants ultimately knew and (mis)understood. As I address below, this would be a useful future line of inquiry.

Recommendations for Future Research

Future research should continue to develop a more coherent body of knowledge about what (mis)understandings seem most prevalent in preservice literacy teachers' thinking, and which ones seem to matter most (Anderson & Holt-Reynolds, 1995) to the work they do in their individual contexts. Along those lines, it would be useful to know if the (mis)understandings in this study would be similar or different, and in what ways, if preservice teachers from a variety of backgrounds and teacher education contexts were studied using the same rigorous methods employed here.

Findings from this study also raise a number of interesting questions future research could explore to continue building knowledge about how thoughtful and robust preservice literacy teacher pedagogies can both disrupt (mis)understandings and help novices develop professional knowledge that acts as their primary frame of reference (Kennedy, 1999) when they

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make decisions for reading instruction. For example, teacher education research would benefit from knowing more about the efficacy of literacy content coaching (Gelfuso & Dennis, 2014) as a potential space for uncovering and responding to preservice teachers' (mis)understandings. More research into the use of rehearsals (McDonald et al., 2013) within the structure of content coaching would be particularly useful: In this study, preservice teachers were most likely in their enactment of lessons to implement the professional language and practices they role played with me during the rehearsal part of their pre-conferences, and this suggests there is the potential for rehearsals to be an effective literacy teacher education pedagogy for impacting practice.

However, the effectiveness of participants' teaching was impeded during the part of the lesson they'd rehearsed when their salient (mis)understandings influenced *how* they implemented what they had rehearsed. For example, they often maintained and enacted the basic structure of what they'd rehearsed, or used language we'd practiced here and there, but dropped much of the explicit teaching/coaching we'd scripted out (since they (mis)understood the goal of their teaching to be for students to do things without the teacher's help). This means rehearsing, in and of itself, will not be enough to transform (mis)understandings into professional knowledge that guides practice.

Therefore, in a related line of inquiry, future research could examine how teacher educators can effectively facilitate conversations that create dissonance for preservice teachers by skillfully implementing Gelfuso's (2016) framework for facilitating reflection. This framework was the framework that guided all of the post-conference conversations studied in this research. Along these lines, it would also be useful to examine what training and/or supports currently exist (or could be developed) for CTs and university-based teacher educators to identify their unique but interrelated roles in preservice teachers' development, and to work

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together effectively despite potential challenges associated with collaboration (i.e., busy schedules, heavy workloads, etc.).

Final Words

In chapter one, I noted the National Assessment of Educational Progress (NAEP) has called for a national effort to improve literacy achievement in the United States by advancing "the capacity of teachers and school leaders to effectively teach and implement literacy strategies through preparation" (2019, p. 1). Preparation that increases the capacity of our nation's future and current reading teachers continues to be a vital and necessary step in promoting equity of opportunity in K-12 classrooms: Reading is a powerful form of access in society, and reading teachers are a bridge to that access, if and when their instruction is effective and continuously refined.

In this research, some of the beliefs held by Maren, Bella, and Lana (which, again, bore connections to challenges in their larger contexts) prevented them from being the bridge their students needed to become strong readers. The road to untangling confused ideas about teaching, learning, and reading is not a linear one; as was true for Maren, Bella, and Lana, (mis)understandings are likely to repeatedly appear as new teachers attempt to act on what they learn while contending with what they're confused about. Teacher educators and researchers will need to remain committed to studying how we can best provide preservice teachers with avenues to plan, practice, and reflect on their beliefs by examining their teaching within supportive structures so they can lay the groundwork - one brick at a time - to becoming the bridges to literacy their students have a right to have access to.

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APPENDIX A: SUMMARY OF EMPIRICAL STUDIES

Author(s)	Context and/or study purpose	Methodology/ participants	Key terms and/or theory	Major findings	Notable quotes or calls for future research
Anderson & Holt-Reynolds, 1995	University course Examines secondary preservice teachers' beliefs about teaching before/after a course (by analyzing their responses to three pedagogic moves aimed at disrupting those beliefs)	Secondary content-area literacy preservice teachers Qualitative design Data from coursework assignments	Does not offer a definition or discussion of the word *belief* Aligns with Lortie's (1975) *apprenticeship of observation*	Participants held beliefs about learning, learners, teachers' instructional roles,	Self-report data via class responses; no observation of actual teaching Calls for research into what beliefs appear to matter most in particular contexts and how teacher educators' pedagogy affects those beliefs Calls for teacher education to move beyond the "generalization that prospective teachers' prior beliefs can limit the influence of teacher education [efforts]" (p. 25)

Appendix A (Continued)

Asselin, 2000	University course Discusses preservice teachers' beliefs about reading and literature	39 elementary education undergraduate preservice teachers Design not explicitly stated Data from coursework assignments	No definition provided for *beliefs*; no theory explicitly articulated	Teachers' thinking about reading/literature affects their implementation of literature-based pedagogies/influences perspectives their students take up about these subjects	Claims change in beliefs resulted from author's coursework but no apparent pre/post study design used to back up this claim
Barnyak & Paquette, 2010	University course Investigates preservice teachers' attitudes and beliefs about reading instruction and if/how their reading coursework had an impact on them	Elementary education preservice teachers from two programs Quantitative design Data was self-reported via Knudson and Anderson (2000) beliefs survey	No discussion of term *belief* Aligns with socio-constructivist perspectives and Vygotsky's (1978) work in particular	Participants held strong beliefs about phonics and skill instruction in literacy teaching;	Self-report data only data source used to draw claims

Appendix A (Continued)

Brodeur & Ortmann, 2018	University course/tutoring experience Describes preservice teachers' beliefs about "struggling readers", teaching reading, and themselves as reading teachers	28 upper/lower graduate preservice teachers from a Foundations in Literacy Course Descriptive case study (Stake, 1995) Data from Nierstheimer et al.'s (1998) survey, the TSELI (2011), and course/tutoring assignments	Links self-efficacy to beliefs, but then doesn't explicitly define *beliefs*	Preservice teachers' beliefs about struggling readers tend to be simplistic/focus on deficits Children struggle to read for reasons beyond preservice teachers' control Struggling readers' needs can be met via instructional settings, assessments, and addressing motivation Misconceptions about readers (i.e., linking difficulty with lesson objectives to a lack of motivation rather than misaligned instructional plans)	No shifts/changes in beliefs found over the course of the class/tutoring experiences - why?

Appendix A (Continued)

Calderhead & Robson, 1991	One year of a teacher preparation program Identifies understandings of teaching, learning, and curriculum preservice teachers held upon entering their program/how their understandings influenced interpretations of their/other teachers' teaching practices	7 undergraduates in North England preparation program Qualitative design Data from interviews (before/during first year in program), video watching experiences (participants were asked for reactions to teaching in the videos),	Uses metaphorical term *images* to refer to beliefs Explains to contrasting lanes of research attempt to account for the knowledge/beliefs novices enter preparation with: 1. Lortie's (1975) *apprenticeship of observation* theory (finds evidence in their own study to back this theory up) 2. Expert-novice literature (i.e.,	Some of the PSTs' images were episodic memories Some images were more general than episodic and came from the combination of multiple past experiences Some images related to what makes for "good teaching" Some images were associated with ideas about specific content areas and/or how children learn	
Deal & White, 2006	One year of a teacher preparation program Reports on Phase 1 of longitudinal study to study evolving beliefs of two undergraduate preservice teachers from beginning to end of first year in the program	2 undergraduate early childhood teachers Case study Data from structured interviews, classroom observations, written reflections, course artifacts	Reports history of *beliefs* research but offers no clear definition for their study Socio-constructivist framework Findings support Lortie's (1975) *apprenticeship of observation* theory	Participants' beliefs represented high expectations for students, demonstrated understanding of students/their needs, and relied on small group teaching Multiple factors influenced evolution of their beliefs from start/finish of the year, including teacher preparation, their school context and their own dispositions	Gathered multiple data sources but primarily report on interviews w/ written reflections (self-reported data) Call for research into contextual/pedagogic influences on preservice teachers' practice

| Duffy & Atkinson, 2001 | One year of reading methods coursework (two classes)

Describes how preservice teachers' beliefs evolved over the course of their program | 22 preservice teachers

Qualitative content analysis (Patton, 1990)

Data from coursework assignments | No definition or exploration of the term *belief*; no theoretical framework described | Preservice teachers' misunderstandings about reading instruction decreased from start to finish of coursework | Reporting in this article is very neat and tidy

No complexities of the work or of beliefs articulate

Only survey data is cited to support claim that beliefs shifted

No observations of teaching included to support claims |

Appendix A (Continued)

| Gelfuso, 2018 | Teaching Cycle planning conversations embedded into a reading methods course

Notices and names the beliefs preservice teachers held about literacy teaching and learning | 33 preservice teachers

Critical discourse analysis (Gee, 2011)

Data from collaborative literacy planning conversations between the researcher/participants | *Belief:* "something one accepts as true or real; a firmly held opinion or conviction" (p. 11)

Aligns with Lortie's (1975) *apprenticeship of observation* theory, but, argues it's not necessarily a negative condition (this is atypical of other literature)

Draws on *figured worlds* (Holland et al., 1998) to theorize how/why Lortie's (1975) theory is enacted by preservice teachers | Preservice teachers held three primary beliefs that represented *(mis)understandings* about literacy teaching and learning:

1. Literacy teaching/learning is inauthentic

2. Assessment is instruction

3. Children are not intellectually motivated | Some (mis)understandings prevent PSTs "from designing and facilitating meaningful, worthwhile instruction" (p. 18)

"The question becomes, how can we as teacher educators facilitate the learning process whereby PSTs experience the juxtaposition of their current beliefs about literacy teaching/learning with other possibilities for literacy teaching/learning" (p. 19)

Study draws on preservice teachers' language-in-use to locate beliefs; provides an opportunity to extend her findings by examining language-in-use *and* in-the-moment teaching decisions using lesson videos (my study) |

Goodman, 1988	One year of a teacher preparation program Explores preservice teachers' "professional perspectives"	12 undergraduate preservice teachers in one elementary education program Qualitative field study/ "ethnographic semantics" for analysis techniques Data from observations in the field/a course/a weekly seminar; interviews; program materials (i.e., handbook)	*Perspectives* are object of study, defined as a construct that takes into account "how situations within classrooms are experienced…[and] interpreted given the teacher's previous experiences, beliefs, and assumptions; and how these interpretations are manifested in behavior" (p. 121)	Preservice teachers tend to be strongly influenced by teachers, experiences, or course content that legitimate their existing belief structures Beliefs included 1) teaching is a "problem of control" and 2) facilitation of children's growth	Multiple data sources collected but this article appears to primarily report on interview data (with some artifact data referenced)
Hollingsworth, 1989	One year of one teacher preparation program Investigates changes in preservice teachers' knowledge/beliefs about reading instruction (before/during/after program)	14 preservice teachers in the program Qualitative design Data from interviews and ending observations of participants/their CTs	No clear discussion or definition provided for *beliefs*; at one point equates *knowledge* and *ideas* with beliefs Aligns with Lortie's (1975) *apprenticeship of observation* theory	Beliefs help preservice teachers make sense of the preparation program content, their roles as student teachers, their observations of classrooms at work, and their translation of program content into teaching/learning activities in classrooms	Emphasizes role of course assignments (without role of knowledgeable other explored) in shifting preservice teachers' beliefs

| Hong-Nam & Szabo, 2012 | One year-long seminar course

Examines preservice teachers' "attitudes and confidence" [I determined they were actually studying beliefs] about teaching reading | 155 preservice teachers

Quantitative (pre/post design)

Data from a three-section survey; paired *t*-test used to determine if pre to post differences were statistically significant | Brief (one to sentence) mention of "attitude theory", Bandura's (1997) self-efficacy theory, and cognitive learning theory

"Attitudes" and "ideas" and "confidence" and *beliefs* used imprecisely throughout | Claim year-long field experience changed participants' attitudes/confidence. More specifically:

Attitudes toward, and their belief in, their ability to use reading strategies while teaching content subject matter improved

Attitudes toward teaching reading in content area classrooms had significantly improved

Participants believed teachers have responsibility to help children improve reading skills

Participants showed increased understanding of reading strategies and confidence to teach them | Sole piece of data to support their conclusion that preservice teachers experienced a shift in thinking comes from self-reported survey data |

Appendix A (Continued)

Johnson, 2010	One-time life history interview in the context of a course Investigates a preservice teacher's "moral perspectives" of literacy teaching and learning	1 preservice teacher Qualitative (single case study) drawing on life history methods Data from one life history interview followed by an interview to confirm findings	*Moral perspective* are object of study, defined as "an understanding that an individual has about what is right or wrong, good or bad" (p. 99) Aligns with Lortie's (1975) *apprenticeship of observation* theory	The preservice teacher in this study believed: "Good" literacy teachers: (1) draw on students' experiences and knowledge as they design curriculum; (2) have knowledge of students' lives and experiences outside of school; (3) recognize students' cultural and linguistic knowledge as a resource for their learning; (4) instruct students on strategies for improving their literacy skills/ recognize students' strengths; and (5) give students access to diverse materials	Study lacks meaningful discussion of links between "moral perspectives" and pedagogic decision-making; focus is on how some beliefs take on a moral "flavor"

Appendix A (Continued)

Leavy, McSorley, & Bote, 2007	One semester long undergraduate course about beliefs Examines *metaphors* as a way to access and promote the development of prospective teachers' beliefs	124 Irish and American preservice teachers in their first year of university Action research design Data from "reflective activities" (participants constructed initial and final metaphors to describe teaching)	Use *beliefs* and *attitudes* throughout paper; no definitions provided for either term Cites Lortie's (1975) *apprenticeship of observation* theory as rationale for some of their findings	Over half of initial metaphors were behaviorist in nature and contained limited references to learners Initial metaphors reflected participants' view of teaching as overly simplistic Small drop in American participants' behavioristic metaphors found at end of study; Irish cohort's appeared more resistant to change	Claims that some change was seen in American participants' metaphors doesn't have a link to any change in their practice (in the short- or long-term) Study describes metaphors but doesn't explore connections between metaphors and preservice teachers' pedagogic decision-making/actions

Appendix A (Continued)

Leko & Mundy, 2011	One beginning reading methods course Examines preservice teachers' beliefs about struggling readers/how to teach reading	Six preservice teachers Qualitative Data from interviews and course artifacts	No definition provided for *belief* Limited (one-sentence) description of study being *constructivist* in nature.	Before practical experiences with reading instruction: Preservice teachers' beliefs centered on student/ home deficits, and their construction of knowledge consisted of simple solutions for complex problems With practical experiences: Preservice teachers' beliefs shifted; focused on role of teachers/instruction; knowledge construction became more sophisticated	Heavy reporting on interview data; no observations of teaching included to inform findings
Linek, Sampson, Raine, Klakamp, & Smith, 2006	One preservice teacher preparation program (specifically focused on preservice teachers specializing in reading) Explores development of preservice teachers' literacy beliefs and factors/proces	8 preservice teachers specializing in reading education Qualitative design Data from a self-report survey (POLL) given before/during/after their final year in the program; field notes/lesson plans/written reflections	No definition provided for *belief* No theoretical framework articulated	Participant beliefs fell into five categories: Matching materials to children's developmental levels, time or behavior management during teaching, value of self-monitoring (strategy use), and importance of modeling	Researchers state their primary data were all self-reported (POLL results and written reflections) Authors claim field experience lead to shifts in beliefs but no observations of teaching included to support this claim

	ses for changing beliefs				
Nierstheimer, Hopkins, & Schmitt, 1996	One "corrective reading teaching" course Examines (a) preservice elementary education teachers' knowledge/beliefs about readers who struggle, and (b) what the preservice teachers' believed they could do to help the children	67 elementary education preservice teachers Qualitative design Data from pre-/post-course questionnaire and	No definition provided for *belief* Limited theoretical framework articulated; brief description of *constructivism* as theory for data collection/analysis/interpretation in the study	Preservice teachers assigned responsibility for teaching readers who have difficulty to someone else (i.e., parents, tutors, reading specialists) Preservice teachers viewed home/parental factors as reasons kids have difficulty, and/or the children themselves ; no instructional or school-related reasons listed as factors for why children may have difficulty learning to read	Primarily relies on self-reported data Brief discussion section; calls out problems with participants' beliefs but offes limited ideas for change or future research

Appendix A (Continued)

Nierstheimer, Hopkins, Dillon, & Schmitt, 2000	One "corrective reading teaching" course Examines elementary education preservice teachers' knowledge/beliefs about teaching struggling raiders, and if/how their knowledge and beliefs shifted over time	67 elementary education preservice teachers Qualitative design Data from a pre-course questionnaire and interviews Secondary data sources included observations and fieldnotes related to the observations, discussions and student artifacts (i.e., lesson plans, portfolios)	No definitions for *belief* or *knowledge* provided No discussion of how beliefs and knowledge differ Limited articulation of theoretical framework (brief mention of *constructivism* guiding their work)	Preservice teachers shifted from viewing children's reading problems as beyond their control or influence toward seeing children as individuals whose learning they are responsible for.	Claims rely on self-reported data Claim Reading Recovery model from class shifted knowledge/beliefs, but their reporting of summative data lacks richness; percentages reported with minimal evidence from data provided to support findings Participants' ending self-reported beliefs/knowledge not linked to shifts in their teaching

Scharlach, 2008	Tutoring experience for "struggling readers" Examples the beliefs of preservice teachers about teaching struggling readers	6 preservice teachers Qualitative design: Multiple case studies (six cases) Data from personal background sheets collected from participants, autobiographies they wrote, observations of their teaching, and their written expectations/evaluations of struggling readers they worked with	Shares Pajares' (1993) definition for *beliefs;* discusses how Kagan (1993) uses *beliefs* and *knowledge* interchangeably For this study, Scharlach combined Pajares' (1993) definition for beliefs and Kagan's (1990) definition for "teachers' cognitions" to produce her own definition for belief: "The attitudes, values, beliefs, and knowledge about teaching, students, content, and the educational process that students bring to teacher education" (p. 159). No theoretical framework articulated	Participants' beliefs were classified into nine categories: (1) parental involvement, (2) motivation, (3) readiness, (4) access and exposure to print, (5) socioeconomic status, (6) behavior, (7) reading disability, (8) teacher efficacy, and (9) responsibility Most notably: Preservice teachers who did not believe they were capable of or responsible for teaching struggling readers; didn't accept responsibility when students made progress in reading; instead, attributed that progress to intrinsic causes in the student (i.e., readiness, motivation)	Definition for *belief* is imprecise and covers too many constructs Point out that research hasn't yet shown what interplay is between beliefs and preservice teachers' teaching (as of 2008; much the same today)

Shaw & Mahlios, 2008	One reading methods course for senior-level preservice teachers Examines preservice teachers' metaphors for describing literacy teaching and learning	52 undergraduate preservice teachers Qualitative study Data from metaphors created by preservice teachers in response to the following open-ended questions: (a) Teaching is… (b) Literacy is...	Richardson's (1996) definition offered for *beliefs* Zeichner and Gore's (1990) theory of teacher socialization briefly mentioned	Participants' metaphors heavily focused on ideas of nurturing and guiding; this aligns with findings of past research Most prominent metaphor was parts/ingredients metaphor to describe teaching 44% of participants created metaphors that drew on content taught in the methods course	Call for using metaphors to help preservice teachers gain awareness of their beliefs; call for following them into the classroom to not only understand metaphors (beliefs) but also their subsequent teaching: "Further, novice teachers should be followed into the classroom and monitored as they engage in learning to teach" (p. 31)
Wall, 2016	Entry to exit of one teacher education program Examines what entry-level preservice teachers believed about teaching and learning upon entering a teacher education program and how those beliefs changed throughout their teacher education program	6 undergraduate preservice teachers Longitudinal comparative case study Data from questionnaire (given twice), educational autobiographies, interviews, and fieldwork observations	Defines *belief* as "an understanding that guides, influences, and shapes an individual's intentions for action (Hancock and Gallard, 2004)" (p. 364)	Participants believed (a) students were similar to themselves, (b) teaching is simple and autonomous, (c) students perform uniformly within grade levels, and (d) teaching ensures learning	Although researchers collected multiple types of data, they primarily report on the self-report data they collected.

| Weinstein, 1988 | End of coursework/beginning of student teaching in one teacher preparation program

Examines possible sources of PSTs' unrealistic expectations regarding teaching

Provides a conceptual framework for the analysis of those expectations (using ideas from the theory of *unrealistic optimism*) | 118 undergraduate preservice teachers

Quantitative study

Data from one questionnaire | No definition of *belief*

Draw on theory of *unrealistic optimism* as a framework for examining participants' expectations for teaching, which they argue are shaped by the beliefs preservice teachers hold.

Unrealistic optimism defined as "the tendency to believe that the problems experienced by others 'wont happen to me'" (p. 33) | Participants tended to believe they would experience less difficulty than the "average first-year teacher" on 33 different teaching tasks

This optimistic bias was found to be significantly greater for tasks participants perceived are under the teacher's control and for tasks related to organization and management

Participants confused prior experiences with children (daycare, camp, etc.) with teaching even though these do not mirror the job of a teacher

Report little change in participants' beliefs from start to finish of one semester | Argues teacher preparation shares responsibility for preservice teachers' unrealistic expectations about teaching because of narratives that circulate, such as: "…teaching is instinctive rather than learned [and] that there are no particular patterns of behavior that are more effective than others" (p. 32) |
|---|---|---|---|---|---|

APPENDIX B: GELFUSO'S (2016) FRAMEWORK FOR FACILITATING

REFLECTION

	Literacy Coach's Moves and Definitions
Setting the Stage	**Walking onto the stage:** The literacy coach invites the pre-service teacher to share her/his hypothesis and initial thinking about the validity of the hypothesis. This focuses the conversation on literacy teaching and learning and positions the pre-service teacher as thinking agent. **Displaying the props:** The pre-service teacher refers to her/his time-stamped notes calling attention to the moments of the experience that she/he judged to be important. These isolated bits of experiences will be juxtaposed to create dissonance later in the conversation. **Clarifying course content:** The literacy coach refers to course content, provides examples of course content, and explains how course content is related to the isolated bit of experience the preservice teacher noted as important.

Opening the Curtain: The Play	**Posing a question to create dissonance:** The literacy coach poses a question that was carefully crafted while viewing the video in preparation for the reflective conversation. The question is intended to create dissonance and begin the reflective process. **Actively listening:** The literacy coach actively listens for words, phrases, or ideas shared by the pre-service teacher in response to the initial question with the intention of using those fragments of language to create juxtapositions. **Creating juxtapositions:** The literacy coach puts next to each other (juxtaposes) two or more ideas the pre-service teacher shared and poses additional questions. **Keeping the aim in view:** The literacy coach continues to select thoughts shared by the pre-service teacher that can be used to pursue a particular line of thought. **Asking for clarification:** The literacy coach asks the pre-service teacher to make more explicit her/his thinking. **Restating preservice teacher thinking:** After each new idea is formed through dialectic interaction, the teacher educator restates that idea and presents another question. **Circling back around:** The literacy coach refers to the moment in experience that spawned the creation of the question that 'opened the curtain' and asks the pre-service teacher to imaginatively apply the new ideas to that situation.

The Curtain Closes	**Transitioning into synthesis:** The literacy coach provides a metaphor (the reading of a story and creating a theme) to begin the synthesis process. **Crafting the 'warranted assertability':** The literacy coach and pre-sevice teacher write together to create the 'warranted assertability' about literacy teaching and learning. **Playing with the 'warranted assertability':** The literacy coach poses some prompts for the pre-service teacher to consider as they write a paper about the newly created 'warranted assertability'.
The Bow	**Calling attention to the reflection process:** The literacy coach calls attention to the reflection process by asking the pre-service teacher to describe what just happened during the reflective conversation (Gelfuso, 2016, p. 73).

APPENDIX C: SAMPLE OF EDTHENA ONLINE VIDEO PLATFORM/CODING

APPENDIX D: PEER REVIEW DATA ANALYSIS PROTOCOL

Directions: After I finish analyzing each participant's data, I will send you two or three transcript excerpts I found to be important, but I won't tell you why. You will follow my process for analyzing these data, and then we will meet to compare our findings and discuss. The process for analyzing the data that you will follow works like this:

- For the 1st read: Read the transcript excerpt to get the big ideas discussed and the context of the lesson. List out what you see to be the big ideas of what we talked about in that excerpt.
- For the 2nd+ read: Code the transcript excerpt deductively for the presence of the eight pillars, or, anything you notice that seems salient/seems like a pattern, even if it does *not* connect to the eight pillars. Reread the transcript as many times as needed for this.
- Then, complete the following chart. Use what you put here to start forming hypotheses about what [participant name] seems to *know* and what she *misunderstands*.

	Concepts described *(Use a word or a phrase to capture the salient concept being described by the participant in the excerpt)*	Words/phrases used? *(Here, you can copy/paste the exact quote, or, just the relevant words from the transcript that supports the concept(s) you claim the participant is describing.*	Are you considering this to be knowledge (K) or misunderstanding(s) (M)?
Excerpt A *[I've started you with two rows per excerpt, but if you need to insert additional rows for additional things you coded, go for it. Same goes for the video chart below]*	"Sweet dogs"	Participant: "I love sweet dogs. Sweet dogs are good for people's mental health and they can calm down children."	K
Excerpt B			
Excerpt C			

APPENDIX E: IRB APPROVAL

UNIVERSITY of SOUTH FLORIDA

APPROVAL

August 3, 2020

Sarah van Ingen
4202 E. Fowler Avenue
EDU105
Tampa, FL 33534

Dear Dr. Sarah van Ingen:

On 8/1/2020, the IRB reviewed and approved the following protocol:

Application Type:	Continuing Review
IRB ID:	Pro00015345_CR000001
Review Type:	Expedited 5, 6, & 7
Title:	Evaluating the efficacy of the Urban Teacher Residency Partnership Program (UTRPP)
Funding:	US Department of Education
IND, IDE, or HDE:	None
Approved Protocol	• UTRPPIRBProtocol5_7_20(Clean).docx;

Within 30 days of the anniversary date of study approval, confirm your research is ongoing by clicking Confirm Ongoing Research in BullsIRB, or if your research is complete, submit a study closure request in BullsIRB by clicking Create Modification/CR.

In conducting this protocol you are required to follow the requirements listed in the INVESTIGATOR MANUAL (HRP-103).

Sincerely,

Gina Larsen
IRB Manager