December 31, 2006

Graduate and Professional Schools
Institutional Review Board
Pepperdine University

Dear Committee:

We are submitting an application for consideration and approval for our research project entitled: *A Community of Literacy Practice: Preparing Effective Teachers of Literacy through Inquiry Based*. We have read and will act in accordance with the *ethical principles for human research protections*. Thank you in advance for your time in reviewing the IRB application for the research project. In September 2006, prior to selecting and developing my assessment instruments, I conversed with you regarding the project and it was assigned the protocol. Clearly, I was premature in sending the application forward and appreciated your clarification. An updated application is being submitted with appropriate appendices to clarify the project instruments and process. I am not resending the Certificates of Completion of the online course nor the funding proposal sent with the first application as suggested by Dr. Woo in her email of September 08.

We understand that since this is a two year research proposal the Institutional Review Board will be informed and updated each year of the research according to the proper procedures. Data for this research will be securely stored for 5 years and then destroyed. All procedures will be taken to ensure the privacy and protection for all involved individuals.

Sincerely,
PEPPERDINE IRB
APPLICATION FOR APPROVAL OF RESEARCH PROJECT

IRB Application/Protocol #: ____________________________

Principal Investigator: ____________________________

Faculty: Student: Staff: ____________________________

Address: __________________________________________

Telephone: (home) ____________________________ (work) ____________________________

School: GSBM  GSEP  SEAVER  SOL  SPP  Other Dept. __

Faculty Supervisor (if applicable): ____________________________

Dissertation: Thesis: Independent Study: Classroom Project:

Faculty Research: Other: ____________________________

Is the Faculty Supervisor Review Form attached? Yes  No  N/A

Has the investigator(s) completed education on research with human subjects? Yes  No
Certificates of Completion were submitted in the fall, 2006.

Title of Project: A Community of Literacy Practice: Preparing Effective Teachers of
Literacy through Inquiry Based Instruction

Is this an application for expedited review? Yes  No
If so, please explain briefly, with reference to Appendix C of the Investigator’s Manual.

The research may be classified as expedited under the following category:
(7) Research on individual or group characteristics or behavior (including, but not limited
to, research on perception, cognition, motivation, identity, language, communication,
cultural beliefs or practices, and social behavior) or research employing survey,
interview, oral history, focus group, program evaluation, human factors evaluation or
quality assurance methodologies.
1. Briefly summarize your proposed research project, and describe your research goals/objectives:

**Brief Summary:**

This research is a **two year project** investigating the effects of a community of literacy of practice technique involving inquiry oriented literacy instruction on the learning processes and products of graduate students that will be conducted at the Encino Graduate Campus. The first half of year one would be devoted to developing a sequence of inquiry oriented learning literacy activities as well as finding and or creating measures to document change in the areas being investigated. The second half of year one would be the implementation of the community practice project of inquiry oriented learning experiences and the collection of data. The second year would (1) measure changes in literacy beliefs and application in the classroom during the graduate students first year of teaching as well as (2) provide literacy mentoring. This project should contribute to the call for research identifying (1) how teachers learn to teach literacy and (2) effective elements of inquiry based literacy practice leading to positive literacy behavior.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Year</th>
<th>Focus</th>
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</thead>
<tbody>
<tr>
<td>Novice teacher education candidates tend to think in inputs rather than outcomes.</td>
<td>Year One/First Half</td>
<td>Develop research based inquiry oriented literacy activities utilizing authentic literacy material of high quality designed to closely model excellent balanced literacy instruction supported by the State of California (Zamallo, 2004). The designed strategies should specifically facilitate the teaching candidates’ decision making processes for appropriate instructional choices, i.e., becoming more student learning outcome oriented.</td>
</tr>
<tr>
<td>Novice teacher education candidates’ tend to teach as they were taught by teacher directed methods than inquiry oriented method, despite extensive education in inquiry methods.</td>
<td>Year One, Second Half in</td>
<td>Investigate the inquiry oriented learning processes of teacher candidates learning how to teach literacy while engaged in the process and application of authentic literacy instruction as they tutor their tutees.</td>
</tr>
<tr>
<td>It is common that novice and experience teachers have mismatched beliefs and practices. Likewise, course work instruction doesn’t always transfer into the field practices of new teachers.</td>
<td>Year Two in the field</td>
<td>(1) Determine the extent to which inquiry instruction increases the congruence between teacher candidates’ literacy beliefs and behaviors (2) Investigate the extent of change in literacy beliefs at the end of the term and in their first year of teaching.</td>
</tr>
</tbody>
</table>

2. Estimated Dates of Project:

From **Fall 2006**

To **Summer 2008**
3. Cooperating Institutions and Funded Research. Circle and explain below, provide address, telephone, supervisor as applicable.

3.1 Yes No This project is part of a research project involving investigators from other institutions.

3.2 Yes No Has this application been submitted to any other Institutional Review Board? If yes, provide name of committee, date, and decision. Attach a copy of the approval letter.

3.3 Yes No This project is funded by or cosponsored by an organization or institution other than Pepperdine University.

Internal Funding (indicate source):

External funding (indicate source)

Funding Status: Funded: _____ Pending: _____

4. Subjects

4.1 Number of Subjects: Approximately 30 Ages: Graduate Students, majority female between mid twenties to mid thirties

Discuss rationale for subject selection. The project involves the use of an instructional technique that will be used teaching the Encino sections of . The number of subjects will be determined by enrollment in the sections at the Encino Campus. The subjects were selected since the instructional strategy will be used in such a class to prepare effective teachers of literacy in credentialed or masters programs.

4.2 Settings from which subjects will be recruited. Attach copies of all materials used to recruit subjects (e.g., flyers, advertisements, scripts, email messages): Subjects will not be recruited. Students in sections in Encino will be given the opportunity to volunteer to participate.

4.3 Criteria for inclusion and exclusion of subjects:

All students will be taking the course and completing the course assignments. Only students volunteering to submit the four responses to course activities will
• During their first year of teaching, will contact you to see if you have any interest in literacy mentoring. You will be given the opportunity to take a survey, be interviewed and participate in mentoring experiences as a group or individualized as you determine. All materials introduced and available to you during this term will be made available for your use during your first year of teaching. At the time you are contacted, you may elect not to take advantage of the literacy mentoring. Whether or not you wish to be involved at that point will not affect your using the literacy materials available from .

• Distribute consent for research participation and answer any questions the students may have.

5. Interventions and Procedures to Which the Subject May Be Exposed

5.1 Describe specific procedures, instruments, tests, measures, and interventions to which the subjects may be exposed through participation in the research project. Attach copies of all surveys, questionnaires, or tests being administered.

Year One

Students in as part of the course will be instructed using an inquiry oriented process where they will become outcome focused in their problem solving and decision making for teaching literacy. The demonstration lessons and discussions will provide a strong base for making good decisions. Whether a student chooses to participate in the study by submitting four responses to activities will not alter their instruction. Basically the course remains the same with the same activities, materials, and experiences. A student volunteering to be a subject of the study will differ only in their agreement to simply submit (anonymously) the response to four course experiences (beginning survey, journal entry of week 7, journal entry of week 14, and the final survey experience). These items will be the data to be analyzed after the course is over. The four responses that are used to collect data are as follows:

• Survey of Literacy Beliefs and Practices (Pre-assessment response and post-assessment response)
• Learning Journal Entries/Reflections (Journal entry of week 7 and week 14)

Year Two

If students wish to participate in the Literacy Mentoring Portion of this study, they would be contacted in January of 2008 to determine what their needs might be. If they so chose to be involved they will be given the Literacy Belief and Practices Survey, participate in a 15 minute interview, and specify how literacy mentoring meetings would best serve their needs. Arrangements to support the first year teachers would then be informally conducted but will not be part of the data to be analyzed. (Only the survey and interview would be part of data analysis.)
Each instrument used for data collection is described below and can be found as appendices to this document.

**Assessment Instruments for the Study:**

**Survey of Literacy Beliefs and Practices**
- **Form A**: To be used as a Pre and Post Survey Measure
- **Form B**: To be used as a Post, Post Survey Measure during the follow-up year

De Ford's Theoretical Orientation Reading Profile (TORP) will be given to assess literacy beliefs and practices. Permission to use this was given and is included in Appendix A. The survey will be a series of statements where the candidate will rate their level of belief or practice on a Likert scale (1-5). For belief statements the scale will utilize the format of strongly agree to strongly disagree. Survey to be administered pre and post during the semester is found in Appendix B. Survey to be administered during the follow-up year contact is the same instrument with different demographic information being collected (See Appendix C)

<table>
<thead>
<tr>
<th>Measurement Instrument</th>
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<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form A Pre and Post measure of Literacy Beliefs and Practices</td>
<td>First day of class Last day of class</td>
<td>To measure change in literacy beliefs and practices</td>
</tr>
<tr>
<td>From B Follow-up Post Survey of Literacy Beliefs and Practices</td>
<td>Administered mid-year of first year of teaching (January 2008)</td>
<td>To determine changes literacy beliefs and practices once teacher is practicing</td>
</tr>
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</table>

**Journal Entry Segment**

Learning Journal Entries are part of the course instruction that documents cognitive processes and supports the learning process. Reflections will be embedded in the process to assist in learning and problem solving/decision making procedures. However for the purposes of the study, only two entries will be collected as data. Journal entries will be collected twice at week seven and week fourteen. This instrument will provide qualitative data to examine the reported metacognitive processes students utilize connected to the inquiry instruction and practice. Samples of learning journal entries are found in Appendix D including week 7 and week 14 entry guidelines.

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<tr>
<td>Journal Entry #7</td>
<td>On week 7 and 14 students' journal entries for the week will be submitted anonymously to the graduate assistant. There will be no identifying information on the entries and the qualitative data will not be reviewed until the following term.</td>
<td></td>
</tr>
<tr>
<td>Journal Entry #14</td>
<td>To investigate the metacognitive processes in literacy decision making. Format will follow the Reading Instruction Competency Assessment (RICA) guidelines for Case Studies. Functional analysis will include the components connected to the Community of Literacy Practice through Inquiry Based Instruction Model</td>
<td></td>
</tr>
</tbody>
</table>
**Practicing Teacher Interview:**
Students who wish to volunteer to participate in literacy mentoring during their first year of employment, a practicing teacher interview will be used for the follow-up year assessment which would take place at contact midway through their first year. (See Appendix E.)

<table>
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<tbody>
<tr>
<td>Practicing Teacher Interview</td>
<td>After a predetermined date for receiving survey response, telephone interviews will be conducted (beginning 2008) Detailed script and prompts are specifically given on the interview response sheet.</td>
<td>To investigate the beliefs and practices of teachers in the field. The interview is best suited to look at the research supported practice, how they are doing it and if they aren't, what is their perception as to why.</td>
</tr>
</tbody>
</table>

5.2 Yes  **No**  
Are any drugs, medical devices or procedures involved in this study? Explain below.

5.3 Yes  **No**  
Are the drugs, medical devices or procedures to be used approved by the FDA for the same purpose for which they will be used in this study? Explain below.

5.4 Yes  **No**  
Does your study fall under HIPAA? Explain below.

6. Describe all possible risks to the subject, whether or not you consider them to be risks of ordinary life, and describe the precautions that will be taken to minimize risks. The concept of risk goes beyond physical risk and includes risks to the subject's dignity and self-respect, as well as psychological, emotional, and behavioral risk. Discuss the procedures you plan to follow in the case of adverse or unexpected events.

There will not be any risks to the students due to participation in the study. Everyone whether they participate by submitting the four documents will still be required to complete the same assignments and participate in the same learning experiences. In any learning experience, students are asked to think and respond to questions that are not necessarily completely right or wrong.

Learning how to problem solve and make good literacy decisions through inquiry and community discussions require students to be active participants. Learning, in general, requires students to take risks by answering and attempting to solve problems. As normal procedure, the instructional practice is to move to student to their next level of potential learning. This requires knowing the students and listening to their responses. Appropriate prompting and support will be given. Any student troubled by any experience will be given opportunities to address issues in the group or privately. This is
the general course procedure. Since students have the option to not submit the survey or learning journal reflective entries to the graduate assistant, no participant should experience a risk that isn't normally part of learning that takes place in classroom instruction.

7. Describe the potential benefits to the subject and society.

The potential benefits to the subjects (students of ) will be to have the opportunity to experience inquiry oriented instruction that will assist in there development as better problem solvers and decisions makers of literacy instruction. The focus will be to direct their thinking to outcome performances through the use of high quality and representative materials for literacy lessons. As first year teachers in the area, they will also have access to the materials for their classrooms. Therefore, their students will benefit from the project as well.

The potential for contribution to society would range from local community to literacy professionals. The first year teachers will have experienced an instructional approach which has been demonstrated as being more likely to develop creative thinking, and collaborative problem-solving skills that employers seek (Hake1998, NCSU 2005). The educational community would benefit from the instruction and instructional materials used in this project as they will continue to be available for use with students in the classroom. The dissemination of the results of the study will answer a call for further needed research made in the field of literacy. Hopefully, the information will help professionals involved in literacy teacher education to better understand (1) how teachers learn to teach literacy and (2) effective elements of inquiry based literacy practice leading to positive literacy behavior.

8. Informed Consent and Confidentiality and Security of the Data

8.1 Yes No Is a waiver of or alteration to the informed consent process being sought? If yes, please attach the Application for Waiver or Alteration of Informed Consent Procedures form. If not, describe the ability of the subject to give informed consent. Explain through what procedures informed consent will be assured.

Graduate students are capable of giving informed consent for participation. The instructions will explain that participating in the study will in no way alter what they would be doing in class. Their participation or not will not be known to the professor as all data will be collected without names by the research assistant. Likewise, the survey to be taken at the end of the course would also be administered by the research assistant. No collected data will be reviewed by the professor until the semester is completed. Students would also be told that if they select to later participate in the follow-up sessions during the following year, they will be given the
opportunity to do so and at that time would be given access to literacy materials, literacy mentoring support, survey of beliefs and practices, interviewed and feedback on the results of the study.

8.2 Attach a copy of the consent form. Review the Instructions for Documentation of Informed Consent in Section VII.A of the Investigator Manual. (See Appendix F)

8.3 Yes No Is the subject a child? If yes, describe the procedures and attach the form for assent to participate.

8.4 Yes No Is the subject a member of another vulnerable population? (i.e., individuals with mental or cognitive disabilities, educationally or economically disadvantaged persons, pregnant women, and prisoners). If yes, describe the procedures involved with obtaining informed consent from individuals in this population.

8.5 If HIPAA applies to your study, attach a copy of the certification that the investigator(s) has completed the HIPAA educational component. Describe your procedures for obtaining Authorization from participants. Attach a copy of the Covered Entity’s HIPAA Authorization and Revocation of Authorization forms to be used in your study (see Section XI. Of the Investigator Manual for forms to use if the CE does not provide such forms). If you are seeking to use or disclose PHI without Authorization, please attach the Application for Use or Disclosure of PHI Without Authorization form (see Section XI). Review the HIPAA procedures in Section X. of the Investigator Manual.

8.6 Describe the procedures through which anonymity or confidentiality of the subjects will be maintained during and after the data collection and in the reporting of the findings. Confidentiality or anonymity is required unless subjects give written permission that their data may be identified.

There will be no identifying information on the data collected. Data will be collected by research assistant.

8.5 Describe the procedures through which the security of the data will be maintained.

Since data will not have identifying information the subject’s anonymity is protected. Data will be kept for the required amount of time before it is destroyed.
I hereby certify that I am familiar with federal and professional standards for conducting research with human subjects and that I will comply with these standards. The above information is correct to the best of my knowledge, and I shall adhere to the procedure as described. If a change in procedures becomes necessary I shall submit an amended application to the IRB and await approval prior to implementing any new procedures. If any problems involving human subjects occur, I shall immediately notify the IRB Chairperson. I understand that research protocols can be approved for no longer than 1 year. I understand that my protocol will undergo continuing review by the IRB until the study is completed, and that it is my responsibility to submit for an extension of this protocol if my study extends beyond the initial authorization period.

Principal Investigator’s Signature       Date
Completion Certificate

This is to certify that

has completed the Human Participants Protection Education for Research Teams online course, sponsored by the National Institutes of Health (NIH), on 03/18/2004.

This course included the following:

- key historical events and current issues that impact guidelines and legislation on human participant protection in research;
- ethical principles and guidelines that should assist in resolving the ethical issues inherent in the conduct of research with human participants;
- the use of key ethical principles and federal regulations to protect human participants at various stages in the research process;
- a description of guidelines for the protection of special populations in research;
- a definition of informed consent and components necessary for a valid consent;
- a description of the role of the IRB in the research process;
- the roles, responsibilities, and interactions of federal agencies, institutions, and researchers in conducting research with human participants.

National Institutes of Health
http://www.nih.gov
Completion Certificate

This is to certify that

has completed the Human Participants Protection Education for Research Teams online course, sponsored by the National Institutes of Health (NIH), on 03/25/2005.

This course included the following:

- key historical events and current issues that impact guidelines and legislation on human participant protection in research.
- ethical principles and guidelines that should assist in resolving the ethical issues inherent in the conduct of research with human participants.
- the use of key ethical principles and federal regulations to protect human participants at various stages in the research process.
- a description of guidelines for the protection of special populations in research.
- a definition of informed consent and components necessary for a valid consent.
- a description of the role of the IRB in the research process.
- the roles, responsibilities, and interactions of federal agencies, institutions, and researchers in conducting research with human participants.

National Institutes of Health
http://www.nih.gov
From: 
Sent: 
To: 
Subject: RE: Permission Request

Dear,

Permission is granted for you to use DeFord's TORP in the manner you outline. Please include a complete credit line on each copy.

Thank you.

Rights, Contracts & Permissions Manager
International Reading Association

-----Original Message-----
From: 
Sent: 
To: 
Subject: Permission Request

A) NAME:
A2) COMPANY: Pepperdine University
A3) ADDRESS:
A4) CITY:
A5) STATE:
B) ZIP:
B2) COUNTRY:
B3) PHONE:
B4) FAX:
B5) EMAIL:
B6) MEMBERSHIP:
B7) MEM NUMBER:
C) BOOK OR JOURNAL TO USE:
C2) CHAPTER OR ARTICLE:
orientation in reading instruction
C3) AUTHORS OF CHAPTER OR ARTICLE:
C4) COPYRIGHT YEAR:
C5) INCLUSIVE PAGES:
C9) TYPE FULLARTICLE:
D) JOURNAL VOLUME:
D2) JOURNAL NUMBER:
E) INTENDED PUB TITLE:
E2) INTENDED PUB AUTHORS:
E3) INTENDED PUB PUBLISHER:
E4) INTENDED PUB DATE:
E5) INTENDED DISTRIBUTION:
E6) INTENDED LANGUAGE:
E7) INTENDED PRINT RUN:
F4) FORMAT: Photocopies
F5) NUMBER OF COPIES: 60
F6) NUMBER OF CDS:
F7) WEBSITE URL:
F8) INCLUSIVE DATES:
F9) FURTHER INFORMATION: Requesting to use the DeFord Theoretical Orientation to Reading Profile (TORP) to collect data with my college students regarding their theoretical orientation to reading
INFORMED CONSENT FOR PARTICIPATION IN RESEARCH ACTIVITIES

Participant: __________________________________________

Principal Investigator: Dr.

Title of Project: A Community of Literacy Practice: Preparing Effective Teachers of Literacy through Inquiry Based Instruction

1. I, ________________________________, agree to participate in the research study under the direction of __________________, I understand that while the study will be under the supervision of ___________________, other personnel who work with them may be designated to assist or act in their behalf.

2. The overall purpose of this research is to investigate the instructional methods used in ______ and how they may affect the teacher candidates’ literacy beliefs and practices and the development of their decision making processes in determining effective literacy instructional choices.

3. My participation will involve the following:
   The participant will submit four literacy activity responses to serve as the data collected for the study. Students enrolled in ______ summer term 2007, will receive the same course instruction, use of authentic teaching literacy materials, and complete all course requirements including the four activities mentioned above. The only difference for a student volunteering to participate in the study is that they will anonymously submit four of the literacy activities to the graduate assistant for further study after the term is completed. The four activities are two surveys and two learning journal entries.

4. My participation in the study will take place Summer Term 2007. The study shall be conducted in your classroom at the Encino Graduate Campus. You will be given an opportunity to receive literacy mentoring during your first year of teaching. A follow-up experience to the course will be provided if you wish to participate. You would be contacted midway through your first year of teaching to determine if you want to voluntarily receive literacy mentoring provided by ____________________ or a representative. This would include access to the literacy materials associated with the course and literacy mentoring support based on your needs. At that time you would be asked to complete a survey and participate in a short interview about literacy beliefs and practices.
Literacy mentoring support would be designed based on your needs and the availability of . 

5. I understand that the possible benefits to myself or society from this research are enhancing my success as a teacher literacy through the use of authentic literacy materials and or receiving first year teacher support. Possible benefits to society would be enhancing the understanding of the method of instruction for teaching literacy and how it affects the literacy beliefs and practices of teacher candidates, therefore adding to the teacher education knowledgebase.

6. I understand that there are certain risks and discomforts that might be associated with this research. The risks are the same as any risk that is taken when actively engaged in learning. Every effort to support the student as learner will be taken.

7. I understand that my estimated expected recovery time for any anxiety due to active learning engagement, if it would occur, would be immediate or within the timeframe it takes to discuss any confusion or issue with

8. I understand that I may choose not to participate in this research.

9. I understand that my participation is voluntary and that I may refuse to participate and/or withdraw my consent and discontinue participation in the project or activity at any time without penalty or loss of benefits to which I am otherwise entitled.

10. I understand that the investigator(s) will take all reasonable measures to protect the confidentiality of my records and my identity will not be revealed in any publication that may result from this project. The confidentiality of my records will be maintained in accordance with applicable state and federal laws. Under California law, there are exceptions to confidentiality, including suspicion that a child, elder, or dependent adult is being abused, or if an individual discloses an intent to harm him/herself or others. I understand there is a possibility that my medical record, including identifying information, may be inspected and/or photocopied by officials of the Food and Drug Administration or other federal or state government agencies during the ordinary course of carrying out their functions. If I participate in a sponsored research project, a representative of the sponsor may inspect my research records.

11. I understand that the investigator is willing to answer any inquiries I may have concerning the research herein described. I understand that I may contact 

If I have questions about my rights as a research participant, I understand that I can contact Dr. Stephanie Woo, Chairperson of the Pepperdine University Institutional Review Board at 310-258-2845.
12. I will be informed of any significant new findings developed during the course of my participation in this research which may have a bearing on my willingness to continue in the study.

13. I understand that in the event of physical injury resulting from the research procedures in which I am to participate, no form of compensation is available. Medical treatment may be provided at my own expense or at the expense of my health care insurer which may or may not provide coverage. If I have questions, I should contact my insurer.

14. I understand to my satisfaction the information regarding participation in the research project. All my questions have been answered to my satisfaction. I have received a copy of this informed consent form which I have read and understand. I hereby consent to participate in the research described above.

Participant’s Signature

Date

Witness

Date

I have explained and defined in detail the research procedure in which the subject has consented to participate. Having explained this and answered any questions, I am cosigning this form and accepting this person’s consent.

Principal Investigator

Date
Survey of Literacy Beliefs and Practices

Credential(s) sought: (circle what applies)
  single subject  multiple subject  both multiple and single subject

If single subject, what is your area of study: ________________________________

Year(s) of in-classroom experience as a paid employee: (circle what applies)
  0  1  2-4  5 or more

If you have served in a paid classroom position(s), what was (were) your title(s):
____________________________________________________________________

Undergraduate Degree: Type and Major: ____________________________________

DeFord’s Theoretical Orientation Reading Profile

Read each statement and select the response that will indicate the relationship to what degree
the statement represents your beliefs about reading and reading instruction.
Mark a number 1 to 5; 1 representing Strongly Agree and 5 representing Strongly Disagree.
Select one best answer that reflects the strength of agreement or disagreement.

1. A child needs to be able to verbalize the rules of phonics in order to assure proficiency in
processing new words.

SA 1 ________ 2 ________ 3 ________ 4 ________ 5 SD

2. An increase in reading errors is usually related to a decrease in comprehension.

SA 1 ________ 2 ________ 3 ________ 4 ________ 5 SD

3. Dividing words into syllables according to rules is a helpful instructional practice for reading new
words.

SA 1 ________ 2 ________ 3 ________ 4 ________ 5 SD

4. Fluency and expression are necessary components of reading that indicate good comprehension.

SA 1 ________ 2 ________ 3 ________ 4 ________ 5 SD

5. Materials for early reading should be written in natural language without concern for short, simple
words and sentences.

SA 1 ________ 2 ________ 3 ________ 4 ________ 5 SD
6. When children do not know a word, they should be instructed to sound out its parts.

SA 1 _______ 2 _______ 3 _______ 4 _______ 5 SD

7. It is a good practice to allow children to edit what is written into their own dialect when learning to read.

SA 1 _______ 2 _______ 3 _______ 4 _______ 5 SD

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

SA 1 _______ 2 _______ 3 _______ 4 _______ 5 SD

9. Reversals (e.g., saying "saw" for "was") are significant problems in the teaching of reading.

SA 1 _______ 2 _______ 3 _______ 4 _______ 5 SD

10. It is a good practice to correct a child as soon as an oral reading mistake is made.

SA 1 _______ 2 _______ 3 _______ 4 _______ 5 SD

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

SA 1 _______ 2 _______ 3 _______ 4 _______ 5 SD

12. Paying close attention to punctuation marks is necessary to understanding story content.

SA 1 _______ 2 _______ 3 _______ 4 _______ 5 SD

13. It is a sign of an ineffective reader when words and phrases are repeated.

SA 1 _______ 2 _______ 3 _______ 4 _______ 5 SD
14. Being able to label words according to grammatical function (nouns, etc.) is useful in proficient reading.

SA 1 2 3 4 5 SD

15. When coming to a word that’s unknown the reader should be encouraged to guess upon meaning and go on.

SA 1 2 3 4 5 SD

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

SA 1 2 3 4 5 SD

17. It is not necessary for a child to know the letters of the alphabet in order to learn to read.

SA 1 2 3 4 5 SD

18. Flash-card drill with sight words is an unnecessary form of practice in reading instruction.

SA 1 2 3 4 5 SD

19. Ability to use accent patterns in multisyllable words (pho’ to graph, pho to’ graph y, and pho to gra’ phic) should be developed as part of reading instruction.

SA 1 2 3 4 5 SD

20. Controlling text through consistent spelling patterns ("The fat cat ran back. The fat cat sat on a hat.") is a means by which children can best learn to read.

SA 1 2 3 4 5 SD

21. Formal instruction in reading is necessary to ensure the adequate development of all the skills used in reading.

SA 1 2 3 4 5 SD
22. Phonic analysis is the most important form of analysis used when meeting new words.
SA 1 2 3 4 5 SD

23. Children's initial encounters with print should focus on meaning, not upon exact graphic representation.
SA 1 2 3 4 5 SD

24. Word shapes (word configuration) should be taught in reading to aid in word recognition.
SA 1 2 3 4 5 SD

25. It is important to teach skills in relation to other skills.
SA 1 2 3 4 5 SD

26. If a child says "house" for the written word "home", the response should be left uncorrected.
SA 1 2 3 4 5

27. It is not necessary to introduce new words before they appear in the reading text.
SA 1 2 3 4 5 SD

28. Some problems in reading are caused by readers dropping the inflectional endings from words (e.g., jumps, jumped).
SA 1 2 3 4 5 SD
Practicing Teacher Interview

As you may recall, during your course you participated in a study investigating literacy beliefs and practices. You have also been asked to complete the survey of literacy and practices by mail. Today, I am asking to interview about practices that you may or may not be using in your first year of teaching. It will take approximately 10 - 15 minutes to complete. May I proceed? (If it isn’t a convenient time, call back at a time suggested by the interviewee.)

Belief and Practice Questions with Qualifying Feedback Responses:

I will be making ten statements about literacy. After I make the statement I am going to ask you if you strongly agree, agree, are undecided, disagree, or strongly disagree with the statement. I will then repeat the statement and then ask you indicate to what degree this practice takes place in your classroom. You will rate the degree this practice takes place by giving a rating of 1, 2, 3, 4, or 5 where 1 indicates you always facilitate the practice in the statement and 5 is you never facilitate the practice in the statement in your classroom. Numbers 2, 3, 4 may be selected based on the level you facilitate the practice in your classroom.

For example:
I might state that students should be given a purpose for every reading assignment.
You might strongly agree with that statement. Then you might rate your level of facilitating the practice of giving students a purpose for every reading assignment as a 3, meaning you facilitate the practice about half of the time.

I may ask for further information if needed. Feel free to ask questions or offer information at anytime during this interview.

Let’s begin:
Interview No. __________ Date Completed: __________

Gather Demographic Information

Grade Level Taught: K-1 2-3 4-5 6-8 9-12

Subjects Taught:
License Held: single subject multiple subject both

To the interviewer: If a response is “disagree” or “strongly disagree”, the only follow-up probe would be why do you disagree with this statement? If the interviewee offers any statements do your best to record their remarks for further analysis.

1. Students should routinely be able to respond to print in a variety of ways (orally, writing, or graphic arts, etc.).

SA 1 ________ 2 ________ 3 ________ 4 ________ 5 SD

To what degree does this take place in your classroom?

Always 1 ________ 2 ________ 3 ________ 4 ________ 5 Never

To the interviewer:

If appropriate, ask the teacher to give examples of the variety of reader responses that might occur in his or her classroom.

Ask: Is there anything about your school, curriculum or classroom that encourages or discourages this practice in your classroom?

2. Teachers should read aloud to students on a daily basis.

SA 1 ________ 2 ________ 3 ________ 4 ________ 5 SD

To what degree does this take place in your classroom?

Always 1 ________ 2 ________ 3 ________ 4 ________ 5 Never

To the interviewer:

If appropriate, ask the teacher to give examples what they read aloud to students in their classroom.

Ask: Is there anything about your school, curriculum or classroom that encourages or discourages this practice in your classroom?
3. **Building background for writing and reading activities are essential in teaching literacy.**

   SA 1 2 3 4 5 SD

   To what degree does this take place in your classroom?

   Always 1 2 3 4 5 Never

   To the interviewer:

   If appropriate, ask the teacher if he or she does this for both reading and writing or one area more than another? What techniques do they use to build background for reading and writing?

   Ask: Is there anything about your school, curriculum or classroom that encourages or discourages this practice in your classroom?

4. **Students should be supported in their reading assignments before, during, and after the interaction with print.**

   SA 1 2 3 4 5 SD

   To what degree does this take place in your classroom?

   Always 1 2 3 4 5 Never

   To the interviewer:

   If appropriate, ask: do you support readers equally in the before, during, and after sequence of interacting with text? Is there one or two you support more than the other? What are some techniques that you use?

   Ask: Is there anything about your school, curriculum or classroom that encourages or discourages this practice in your classroom?

5. **Students should write on a daily basis.**
6. In the classroom, students should generally be encouraged to move through the processes of prewriting, drafting, and revising.

To what degree does this take place in your classroom?

Always 1 2 3 4 5 Never

To the interviewer:

Ask: Is there anything about your school, curriculum or classroom that encourages or discourages this practice in your classroom?
7. Students need to be taught to approach different reading assignments by making appropriate strategy choices.
   SA 1  2  3  4  5 SD

   To what degree does this take place in your classroom?

   Always 1  2  3  4  5 Never

   If appropriate, ask what are some of the ways students are students in your classroom encouraged to select appropriate strategies for different reading assignments.

   Ask: Is there anything about your school, curriculum or classroom that encourages or discourages this practice in your classroom?

8. Literacy based learning experiences should be developed to create lifelong readers and writers.
   SA 1  2  3  4  5 SD

   To what degree does this take place in your classroom?

   Always 1  2  3  4  5 Never

   If appropriate, ask how they use literacy experiences to support their teaching in the classroom.

   Ask: Is there anything about your school, curriculum or classroom that encourages or discourages this practice in your classroom?
9. Choice is an important component for reading and writing experiences.
SA 1______2_______3_______4_______5 SD

To what degree does this take place in your classroom?

Always 1_______2_______3_______4_______5 Never

If appropriate, ask how they encourage choice for reading and writing in their classroom.

Ask: Is there anything about your school, curriculum or classroom that encourages or discourages this practice in your classroom?

10. Reading and writing assessment should match instruction.
SA 1_______2_______3_______4_______5 SD

To what degree does this take place in your classroom?

Always 1_______2_______3_______4_______5 Never

Ask: Is there anything about your school, curriculum or classroom that encourages or discourages this practice in your classroom?

Thank the individual for giving their time to this project. Express appreciation for their professional input.

Ask:

In what way can we support you during your first year of teaching?

Would you like to attend literacy mentor meetings for the remaining part of this academic year? (Circle the response) Yes or No

Month(s) preference - March, April, May, June, July

Time/Day preference - Saturday Mornings, Weekday Evening, After School Meetings, Day of the Week Preferences