ILLUMINATING TEACHER CHANGE IN THE CONTEXT OF A
TECHNOLOGICALLY-MEDIATED PROFESSIONAL DEVELOPMENT PROGRAM
AND EARLY READING INTERVENTION: A CASE STUDY

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ABSTRACT

JEANNE GUNTHER: Illuminating Teacher Change in the Context of a Technologically-Mediated Professional Development Program and Early Reading Intervention: A Case Study
(Under the direction of Drs. Lynne Vernon-Feagans and Marnie Ginsberg)

The Targeted Reading Intervention (TRI) is a technologically-mediated professional development program and early reading intervention designed with rural schools in mind (Ginsberg, Amendum, Mayer, Fedora, & Vernon-Feagans, 2006). The TRI is known to positively impact teachers' practices, resulting in improved reading outcomes for children in kindergarten and first grade (Amendum, Vernon-Feagans, & Ginsberg, 2011; Ginsberg, 2006; Ginsberg, Amendum, Vernon-Feagans, & Athey, n.d; Vernon-Feagans, Gallagher, Ginsberg, et al., 2010; Vernon-Feagans, Kainz, Hedrick, Ginsberg, & Amendum, 2010; Vernon-Feagans et al., 2012). Unknown, however, is the process of change that occurred, leading to the more effective teaching of reading. An understanding of the supportive nature of specific affordances of the TRI may help to ensure its continued success. As well, this understanding also holds the potential to inform the design of other programs intending to facilitate teacher change that leads to higher early reading achievement of students. This study examined the process of change for one participating TRI teacher over the course of one school year as she used the program's affordances of: TRI Weekly Meetings, Coaching, Technology, One-on-One Format and TRI Reading Strategies. A qualitative, collective case study design was used to examine *how* these affordances supported the teacher's changes in practices and beliefs. Findings suggest One-on-One Format, TRI Reading Strategies and

Coaching *together* created a context that allowed for a change in the way the teacher considered the reading development of students. The TRI Weekly Meetings supported change by providing the participating teacher with a forum for speaking on behalf of her coworkers. Speaking for coworkers lead to a change in the way the participating teacher was accepted at her school. The TRI Weekly Meetings were also conducive to professional conversations that enhanced the Coaching aspect of the intervention. Technology supported the teacher's changes mainly by facilitating full implementation of the program, allowing her to access the other affordances.

DEDICATION

For Juliet. *Of course*.

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INTRODUCTION

Problem Statement

Teaching students to read has been described as the "most fundamental responsibility" of teachers in American schools (Moats, 1999). With this responsibility comes great challenge for teachers of primary grades as approximately 20% of students have difficulty in learning to read (Lyon, 1995; National Council on Teacher Quality [NCTQ], 2004). The field of reading research has made great gains in identifying elements of the reading process and strategies to support those elements, but few teachers learn this kind of specialized knowledge in their pre-service college programs (Walsh, Glaser, & Dunne-Wilcox, 2006). Teachers who are knowledgeable about and regularly implement reading instruction informed by scientifically based research can be effective in their practice and have the power to greatly reduce the staggering percentage of students struggling to learn to read (NCTQ, 2004). Clearly, finding ways to expand teachers' understandings of the most effective practices in early reading instruction is vital in realizing the great responsibility placed upon them.

Professional development programs are the main venue for introducing teachers to such practices in reading instruction. Unfortunately though, as Chard (2004) points out, "The science of teaching reading has outpaced the science of professional development in reading instruction" (p. 176). In other words, research-informed instructional strategies for reading

exist, but an effective means for imparting change using those strategies is still somewhat elusive. Recently however, studies examining the ongoing school-based professional development model known as *literacy coaching* are beginning to uncover hopeful findings about the efficacy of this kind of support as a means for improving certain aspects of student reading skills (Amendum et al., 2011; Biancarosa, Bryk, & Dexter, 2010; Carlisle & Berebitsky, 2011; Elish-Piper & L'Allier, 2011; Vernon-Feagans, Gallagher, Ginsberg, et al., 2010). A literacy coach is a professional with specialized reading knowledge who provides "support needed to teachers to implement various programs or practices" (Nowak, 2003, as cited in International Reading Association [IRA], 2004). An understanding of the process of *how* teachers made the necessary changes in practices that impacted student achievement is still needed though. Many professional development programs fail to consider the factors and processes involved in how teacher change occurs (Beatty et al., 2008; Guskey 1984, 2002). Factors such as teachers' beliefs and attitudes concerning the new practices may not be explored during professional development yet they play a role in the change process and teachers' willingness to embrace the new practices (Grant, Young, & Montbriand, 2001). An understanding of the mechanisms of teacher change in the context of effective professional development for reading holds the potential to then inform future program designs.

The Targeted Reading Intervention

The professional development program at the heart of this study is the Targeted Reading Intervention (TRI), which is couched within a larger study that is part of the National Research Center on Rural Education Support. The Targeted Reading Intervention is a technologically-mediated professional development (TMPD) program and early reading intervention designed for rural teachers and their struggling kindergarten and first grade

readers within low-wealth communities. Recognizing that teachers in rural schools have more difficulty obtaining professional development opportunities than those in more urban locations (Lee & Burkham, 2002), the TRI chose to facilitate the program via technology. The TRI introduces teachers to new practices and support teachers' implementation of these practices with the guidance of a literacy coach (Ginsberg, Amendum, Mayer, Fedora, & Vernon-Feagans, 2006). The actual framework of this program will be detailed in Chapter 2 in the section labeled, "The TRI: A Dual Level Model."

Evidence of the effectiveness of the TRI has been demonstrated in a variety of studies (Amendum, Vernon-Feagans, & Ginsberg, 2011; Ginsberg, 2006; Ginsberg, Amendum, Vernon-Feagans & Athey, n.d.; Vernon-Feagans, Gallagher, Ginsberg, et al., 2010; Vernon-Feagans, Kainz, Hedrick, Ginsberg, & Amendum, 2010; Vernon-Feagans et al., 2012). For example, in a randomized controlled trial of the face-to-face delivery of coaching, an examination of student gains over the course of a school year showed TRI students improved significantly over control students in Letter/Word Identification, an assessment of early letter and word reading skills (Vernon-Feagans, Gallagher, Ginsberg, et al., 2010). The impressive gains made by the students, most notably the kindergarteners, show promise for a model of intervention seeking to enhance the skills of the regular classroom teacher in providing specialist-like results for struggling readers. In addition, children of differing genders and races made similar gains, contrary to intervention studies reporting the opposite phenomenon (Foorman, Francis, Fletcher, Schatschneider, & Mehta, 1998; Nelson, Benner, & Gonzalez, 2003; Torgesen et al., 1999). Vernon-Feagans, Gallagher, Ginsberg, et al. (2010) attribute this finding to the individualized nature of the program, with students being served in a One-on-One manner by the classroom teacher. This model may have fostered a student/teacher

relationship that not only supported the teacher in learning to provide instruction specifically geared for the individual student, but may have also helped overcome possible teacher biases against race, gender and socioeconomic status.

Amendum et al. (2011) examined reading growth of TRI students in the context of *technologically-mediated* TRI delivery. These researchers analyzed data from 8 schools, finding the TRI students at experimental sites demonstrated significant gains over students at control sites in the areas of Word Attack, Letter/Word Identification, Passage Comprehension, and Spelling of Sounds.

A subsequent study (Vernon-Feagans, Kainz, et al., 2010) using a larger sample of 16 schools, but again examining student achievement, found TRI students made significant gains in all word reading skills for which they were assessed (Word Attack, Letter/Word ID, Spelling of Sounds) as well as comprehension skills (Passage Comprehension). These findings confirm those of Amendum et al. (2011). Another remarkable finding of the Vernon-Feagans, Kainz, et al. (2010) study showed the TRI students "caught up" to their non-struggling peers in word reading skills by the end of the school year. In considering the role of implementation frequency and fidelity to the intervention, Vernon-Feagans, Kainz, et al. reported that teachers who had high implementation and were rated high in their fidelity to the intervention had students with significant gains on the Woodcock Johnson, a battery of achievement assessments, as compared with participating teachers with low implementation.

Looking closely at one participating teacher/student dyad in the TRI context, Ginsberg (2006) discovered a marked increase in positive instructional and emotional conversations between the teacher and student. This relationship was supportive of the student's improvement in reading skills, motivation and classroom behavior. A subsequent

qualitative case study of one participating teacher's experiences piloting the *technologically-mediated* coaching delivery concluded the TRI positively influenced the teacher's thinking and consequent practices of reading with her struggling student (Ginsberg et al., n.d.). While this change in a teacher's practice is encouraging, the Ginsberg et al. study did not attempt to delineate carefully which of the many elements of the TRI framework (i.e., summer institute, weekly meetings, ongoing coaching through webcam or e-mail, new reading strategies, etc.) spurred the changes.

Collectively, these randomized controlled trials and case studies demonstrate effective teaching of reading to struggling students took place in classrooms implementing the TRI. Students improved significantly in reading while teachers demonstrated changes in thinking and practice as a result of their involvement in this program. However, the influence of specific aspects of this program on teacher change and the process of teacher change has not yet been examined.

Purpose of the Study

The purpose of this study is to closely examine an educational reform in reading by focusing on the phenomenon of one teacher's changes within the context of the TRI, a technologically-mediated professional development program and early reading intervention for rural schools known to significantly impact struggling students' reading gains (Amendum et al., 2011; Ginsberg et al., 2006). Specifically, how particular affordances of this program supported the transformations of one exemplar teacher participant as she enacted new practices is examined. "Affordances" included the materials, support and model of the program. The TRI affordances chosen to include in this study are:

1. **TRI Weekly Meeting**

2. **Coaching**

3. **Technology**

4. **One-on-One Format**

5. **TRI Reading Strategies**

These affordances are further discussed in Chapter 2. The teacher participant of this study as characterized as an "exemplar." The definition of an exemplar set forth by early literacy expert, Richard Allington is adopted for this study. Allington (2002) defines exemplary literacy teachers as practitioners particularly effective in "developing reading and writing" abilities of their students (p. 742).

The research question guiding this dissertation is: *How do the affordances of a technologically-mediated professional development program and early reading intervention support teacher change in a teacher who emerged as an exemplar*?

The intention in designing this study was to offer explanations for particular aspects of the TRI that were successful in bringing about positive changes in teachers leading to improved outcomes for students involved in the greater study. As well, it was hoped the findings might be useful to professional development program designers when considering best practices to impart to teachers. However, this study also served to highlight the distinct *nature* of the participant teacher's changes and her particular journeys toward those changes. Understanding how particular aspects of the TRI serve to promote positive teacher change and why is necessary for the continued success and refinement of the program as well as the advancement of the field's understanding of professional development, early intervention, and technology innovations. The present study holds the potential to inform which aspects of

the program were supportive of change, what change looked like in the process of it happening, and the nature of those changes for one exemplar teacher. It is anticipated that findings from this study may inform future designs of professional development.

CHAPTER 2

REVIEW OF THE LITERATURE

Theoretical Framework

Guskey's Model

Historically, professional development sought to change teachers' beliefs with an in-service program in the hope that teachers would translate their new thinking into different, more effective practices in the classroom. Kurt Lewin was the psychologist/theorist who introduced this theory of change in 1935—a model still popular as a way of conceptualizing the process of change in a variety of fields. His theory consisted of a three-step process whereby "unfreezing" or motivation to change was the first step, making the change was the second step and "freezing" or maintaining the change was the final step (Wirth, 2004). While this theory seems plausible in certain contexts, it may not always be the case that a teacher enters a professional development program with the motivation of making a change. Teachers attend professional development programs for a variety of reasons. While certainly some teachers seek to improve practice, other motivations for attending professional development programs include career advancement, possibility for salary increases and certificate renewal obligation (Stout, 1996). Expecting an "unfreezing" or the making of a change at the onset of a new professional development program may be an unreasonable expectation. The disappointing history of professional development may be due to a

conceptualization of change that simply does not apply well to the specific needs of teachers and students in our schools.

Professional development expert, Thomas Guskey (1986, 2002), concludes that a more successful model of professional development begins with a change of practice (see Figure 1). His theory of teacher change suggests that teachers can change their beliefs and future practices once they have had the opportunity to "try out" a new practice with their students and experience a positive response from them. Rather than expecting to observe a change in teachers' beliefs and attitudes at the beginning of a new professional development experience, Guskey claims teachers are more likely to change their beliefs, attitudes and future practices based on positive results from their students when a new practice is employed. When teachers observe their students' success as a result of practices introduced in professional development, a change in thinking on the part of the teacher might occur. Guskey's model demonstrates that provision of a new practice is not merely "something to do on Monday" for teachers, but an opportunity for greater change. This concept "illustrates that the process of teacher change is orderly and that such change can be facilitated" (Guskey, 1986, p. 59).
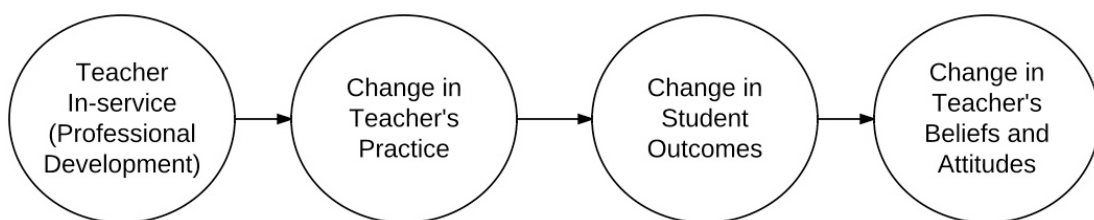
Teacher In-service (Professional Development) → Change in Teacher's Practice → Change in Student Outcomes → Change in Teacher's Beliefs and Attitudes

Figure 1. Guskey's Model of Teacher Change in the context of a professional development program.

Guskey's model gives theoretical support for the *expectation* of teacher change in the context of professional development programs that support teachers' implementation of new

practices. Because this dissertation rested on the assumption that change would be documented in a participating TRI teacher, Guskey's model is provided as a source of rationale when designing the study and a lens by which to view the possible *path* of changes happening over time when analyzing data.

In addition, because of the importance of Guskey's model in shaping the researcher's thinking about teacher change and analyzing the data for this study, his model is referenced throughout the dissertation. As well, the research is reviewed and theory under-girding this study according to the four domains of his model as they are broadly applicable to the domains of the TRI: Professional Development (Teacher In-service), Change in Teachers' Classroom Practice, Change in Student Outcomes and Change in Teachers' Beliefs and Attitudes. Understanding the phenomena of teacher change in light of each domain and the specific affordances of the technologically-mediated professional development program at hand has the potential to inform the design of future programs wishing to support positive teacher change.

In the following two sections relevant professional literature is expanded upon and reviewed concerning the last three domains of Guskey's model: Change of Teacher's Classroom Practice, Change of Student Outcomes, and Change in Teacher's Beliefs and Attitudes. Within these sections the model's domains are related to the TRI. It is then that the first domain of Guskey's model, Professional Development, is revisited and more fully addressed. The review of the professional development literature is placed toward the end of the chapter. This is because research pertaining to effective professional development programs' characteristics conclude the chapter. This aspect of the review provides an appropriate segue into a thorough description of the TRI. The description of the TRI includes

a review of the affordances being examined as supportive of teacher change Again, those affordances are: Technology, TRI Reading Strategies, Literacy Coaching, and TRI Weekly Meeting. The description of the TRI concludes this chapter.

Change of Teachers' Classroom Practice and Change of Student Outcomes

It was necessary to combine the two domains of Change of Teachers' Classroom Practice and Change of Student Learning Outcomes as the importance of each rests on the other. Truly, all four of the domains of Guskey's model are related to one another, but an explanation of why these two particular domains are best discussed in tandem is necessary. Guskey's linear, four-domain model has been criticized for its simplicity (Rogers, 2007; Tom, 1986). While Guskey's model appears simple, Guskey (1986) does explain that there is a complex relationship among the domains. His model is not meant to explain the complexities between the outcomes, but rather to provide a structure for understanding what may be the surest route to change. Guskey contends change within the teacher can only happen when student change (in the form of academic learning or a positive behavioral response) from a new practice is evident. Several other researchers seeking to explain change have found this phenomenon also to be true (Chaney-Cullen & Duffy, 1999; Clarke & Hollingsworth, 2002; Rogers, 2007). In using domains similar to those of Guskey's, Clarke and Hollingsworth (2002) note, "Change in one domain is translated into change in another" (p. 951). It is perhaps the most salient to consider the interconnectedness of the domains of *Change of Teachers' Classroom Practice* and *Change of Student Learning Outcomes*. It is among these domains that a dynamic relationship between these domains that makes teacher change a possibility.

Change of Teacher Practice and Student Outcomes in the TRI

Recall that Guskey theorized the experience of a professional development program could encourage a change of teacher practice. Teachers who implement the TRI experience change of practice in the areas of pedagogy and role. In terms of pedagogy, the reading strategies themselves are a new approach for the teachers. The change of practice in regard to role involves the teacher acting more like a reading specialist by increasing her knowledge of teaching reading and working with students in a One-on-One fashion. The teachers are also changing their role by engaging in a professional learning community with their colleagues and spending time with the TRI literacy coach via web-conferencing and e-mail exchanges. For some teachers, becoming a user of technology is another new role. These intended changes of practice, as described later in this chapter in the sections *TRI Professional Development* and *TRI Reading Strategies Framework*, hold promise for sparking change.

Change in Beliefs and Attitudes

Guskey's theory postulates a change in teacher beliefs and attitudes is a possibility following a change of teacher practice and evidence of positive student outcomes as a result of that practice. Teacher beliefs refer to the "highly personal ways in which a teacher understands classrooms, students, the nature of learning, the teacher's role in a classroom and goals of education" (Kagan, 1990, p. 423). Teacher beliefs are a specific kind of knowledge subjective in nature (Kagan, 1990; Nisbet & Ross, 1980; Pajares, 1992). Pajares (1992), in his synthesis on research on teacher beliefs, distinguishes how beliefs are different from other kinds of knowledge by saying, "a teacher's knowledge of what typically happens in school or the understanding of the faculty handbook are instances of cognitive knowledge. 'Knowing' that Jim is a troublemaker or that boys are better at mathematics are examples of another kind

of knowledge, belief" (p. 310). While belief and knowledge are fairly clear in their distinct definitions, attitude is not as clear (Pajares, 1992). Attitudes refer to opinions held by individuals but these attitudes are influenced by beliefs (Alexander, Murphy, Guan, & Murphy, 1998). An expression of an attitude may reveal the underlying belief. For example, if a teacher stated her English class would not do well because the class was comprised of mostly male students, she is expressing an attitude. However, her belief behind that attitude may be that she is not an effective teacher to her male students or that male students cannot perform as well as female students in English. Because attitudes are formed from belief, I have chosen to discuss both attitudes and beliefs as simply *beliefs* in this study.

Teacher beliefs are drawn from experiences both in and out of the classroom and play an important role in teachers' instructional decisions (Goodman, 1988; Guskey, 1986; Nespor, 1987; Pajares, 1992; Trueba & Bartolome, 1997). Nespor (1987) calls the experiences a teacher draws from episodic memory and Goodman (1988) refers to this phenomenon as guiding images. These conceptualizations of teacher beliefs mesh with Guskey's model in that a new practice eliciting a positive student response would provide a teacher with a new episode or guiding image on which to base a belief.

Changing beliefs is a complex process. Guskey's model depicts a change in student outcomes as preceding a teacher change of beliefs. What Guskey's model does not account for is that sometimes the student outcomes change will trigger a change of teacher beliefs, but sometimes it will not. For example, Clarke and Hollingsworth (2002) found that student outcomes could indeed elicit a change of beliefs in teachers, but that change of beliefs is mediated by the way in which student outcomes are interpreted. Individual teachers may interpret student outcomes differently, or value one kind of outcome more than another

teacher might. One teacher may struggle with analyzing a change of student outcomes and try to explain how that change fits in with beliefs she currently holds. If an anomaly occurs, that is, if she cannot make sense of the change of student outcomes in light of her present beliefs, there is an opportunity for a change of her beliefs (Pajares, 1992). Pajares concluded, "beliefs are unlikely to be replaced unless they prove unsatisfactory, and they are unlikely to prove unsatisfactory unless they are challenged and one is unable to assimilate them into existing conceptions" (p. 321). Wood, Cobb, and Yackel (1991) also found teachers must grapple with an anomaly in order for their beliefs to change. The presence of an anomaly alone though will not spur change of beliefs. The teacher must recognize that this anomaly exists in order to struggle with it. The teacher must also feel that what she is faced with (such as the nature of change in student outcomes) is meaningful enough that it should be "reconciled" with the beliefs she already holds (Pajares, 1992).

The importance of investigating teacher beliefs stems from research demonstrating that beliefs held by teachers drive instructional decisions (Nespor, 1987; Pajares, 1992; Richardson, 1996; Wilkins, 2008). In a landmark study, Deford (1985) found teachers' pedagogical beliefs about reading to be strongly related to their practice. For example, a teacher who believes students can learn well from one another may assign group projects frequently. This relationship was evidenced again in a study specific to reading comprehension beliefs and practices (Richardson, Anders, Tidwell, & Lloyd, 1991). While other factors influence instruction such as content knowledge and attitudes (Richardson, 1996), a recent study by Wilkins (2008) found beliefs to have the strongest effect on classroom practice. When considering the importance of teacher beliefs on instructional decisions, and the change of beliefs resting on the subjectivity of individual teachers, it is

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clear teachers are an essential component in educational change. Teacher development expert

Gess-Newsome (2003) claims it is the nature of beliefs held by teachers that has the power to

decide the extent of success or failure of a given program. Understanding the changes

experienced by a teacher immersed in a professional development program holds the

potential to inform the future designing of programs seeking positive change at the classroom

level.

Professional Development

In this section relevant literature about the field of professional development is

reviewed in a broad manner. Research pertaining to just reading professional development

did not allow for a thorough review concerning the potential of professional development.

One of the main vehicles for changing teacher knowledge, beliefs and practices is

professional development (Fullan, 1991; Guskey, 1982; Hawley & Valli, 1999). The goal of

professional development is ultimately to inspire changes that will make teachers more

effective in their practice. Teachers who are effective can make a significant difference in

student achievement (Haycock, 1998; Sanders & Rivers, 1996). Guskey (1986) claims the

change process for teachers is best facilitated beginning with professional development

programs presenting new practices to teachers and allowing an opportunity to try the practice

in their classrooms.

While consideration of the change process is integral in eliciting change, so too are

the actual practices of the given professional development program. With the recognized

importance of professional development as a means to change, research efforts have

generated lists of effective practices in this field (Snow-Renner & Lauer, 2005; Stein, Smith,

& Silver, 1999; Yoon, Duncan, Lee, Scarloss, & Shapley, 2007). However, many findings

from study to study run contrary to one another. For example, Guskey's (1994) review of

effective professional development practices found the following dichotomies:

> Some researchers suggest that professional development efforts designed to facilitate change must be practitioner specific and focus principally on day-to-day activities at the classroom level (McLaughlin, 1990; Weatherley & Lipsky, 1977; Wise, 1991). Others indicate that an emphasis on individuals is detrimental to progress and more systemic or organizational approaches are necessary (Tye & Tye, 1984; Waugh & Punch, 1987).
> Some experts stress that reforms in professional development must be initiated and carried out by individual teachers and school-based personnel (Joyce, McNair, Diaz, & McKibbin, 1976; Lambert, 1988; Lawrence, 1974; Massarella, 1980). Others emphasize the most successful programs are those guided by a clear vision that sees beyond the walls of individual classrooms and schools, since teachers and school-based individuals generally lack the capacity to conceive and implement worthwhile improvements on their own (Barth, 1991; Clune, 1991; Mann, 1986; Wade, 1984).
> Some reviewers argue the most effective professional development efforts approach change in a gradual and incremental fashion, not expecting too much at one time (Doyle & Ponder, 1977; Fullan, 1985; Mann, 1978; Sparks, 1983). Others insist the broader the scope of a professional development program, the more effort required of teachers, and the greater the overall change in teaching be implemented well (Berman & McLaughlin, 1978; McLaughlin & Marsh, 1978). (p. 42)

Guskey attributes these dichotomies to the variety of contexts of each of the programs

being reviewed. He suggests professional development designers look for an "optimal mix"

of affordances for their programs which are necessarily suited to the unique educational

setting for which they are intended. Understanding what "mix" of program affordances in

given contexts support positive teacher change could inform the future designing of

programs.

The lists of traits of effective professional development programs are still helpful,

even if fraught with contradictions. Certain characteristics do appear on many of the lists and

are effective across a variety of contexts (Darling-Hammond, Chung Wei, Richardson, &

Orphanos, 2009; Porter, Garet, Desimone, & Birman, 2003; Snow-Renner & Lauer, 2005;

Yoon et al., 2007). In an analysis of research conducted to evaluate the effectiveness of the

Eisenhower Program, a federally sponsored effort intended to improve teachers' knowledge and practice, six characteristics of effective programs were identified (Porter et al., 2003). These researchers used a self-report survey to gather data about teachers' experiences in Eisenhower funded programs. Porter et al. (2003) list three of these six characteristics as "structural" and three as "core features." *Structural characteristics* of effective programs were those which created mentorships and networks of teachers, were ongoing in duration, and included the collective participation of teachers within the same school. *Core features* of effective programs were content-focused, aligned goals of the program with the district and teachers' goals, and allowed for active learning on the part of the teacher.

In a recent synthesis of effective professional development programs Yoon et al. (2007) found the following characteristics of effective programs: contained workshops and institutes as part of the design; involved outside experts working with the teachers; had ongoing delivery; and provided follow up support and focused on content. Upon examining where these two seminal pieces of research converge, three characteristics are common. Effective professional development efforts are *content-focused, collaborative* (though one study suggests collaboration among teacher networks and the other suggests collaboration between outside experts and teachers) and *ongoing*.

Content-focused and Early Reading

Yoon et al. (2007) found that all of the studies in their review that met the criteria of "credible evidence" as per the What Works Clearinghouse focused on improving *teacher knowledge* in a given content area and strategies for teaching the content. Yoon et al. (2007) describe teacher knowledge as an important factor in realizing gains in student achievement via professional development. Yoon et al. (2007) state, "Professional development affects

student achievement through three steps. First, professional development enhances *teacher knowledge* and skills. Second, better knowledge and skills improve classroom teaching. Third, improved teaching raises student achievement" (p. 4). Yoon et al.'s explanation is helpful in understanding the role of content knowledge in positively influencing student achievement, but it may be unrealistic to assume that even through carefully planned professional development that the end result will be student achievement. Teachers need to be knowledgeable about their content area, but they need to possess another kind of knowledge as well; knowledge of instructional techniques that best support their students in learning the specific content (Shulman, 1986). These two kinds of knowledge intersect to form what Shulman (1986) describes as pedagogical content knowledge. Even when teachers enhances their pedagogical content knowledge through professional development though, there is no guarantee for improved practices or student achievement. As Carlisle and Berebitsky (2011) point out, "improved knowledge about reading and reading practices does not necessarily lead to improvements in teachers' practices or, as a result, their students' academic achievement (Cirino, Pollard-Durodola, Foorman & Francis, 2007; Garet et al., 2008)" (p. 776).

The review conducted by Yoon et al. (2007) was deemed by Wayne, Yoon, Zhu, Cronen, and Garet (2008) as one of the most comprehensive and systematic completed to date on this topic. Content areas represented in the effective programs included reading, math and science. One implication named is that an effective professional development program should necessarily be focused on content knowledge, pedagogy or both. This was true regardless of content area.

While the content area of focus is irrelevant in deeming a particular professional development program as effective, it is important in considering the needs and goals of schools. Many schools and districts examine standardized test scores to determine "student and teacher gaps" in particular content areas that may be addressed by improving teaching in that area (Hassel, 1999). With 67% of elementary students scoring below proficient on standardized reading scores in this nation, a number growing by the year since 2002 (NCES, 2007), a focus on reading is justified. Early reading in particular is an important content area to be addressed by professional development. First grade has been cited as the vital time for learning to read (Chall, 2000). Students who struggle in learning to read in first grade will likely struggle academically for years to come (Juel, 1988; Snow, Burns, & Griffin, 1998).

Collaborative

Stoll and Louis (2007) define a professional learning community as "a group of teachers sharing and critically interrogating their practice in an ongoing, reflective, collaborative, inclusive, learning-oriented, growth promoting way" (p. 2). Collaboration among teachers in the form of professional learning communities has been documented to not only boost teachers' sense of intellectual purpose, but schools with such communities have lower drop-out rates and significant student improvement in math, science, history and reading (Newman & Wehlage, 1997). A professional learning community removes the traditional isolation of teaching to provide collaboration where responsibility for student learning is shared (Darling-Hammond et al., 2009), "collective efficacy" is fostered (Bandura, 1997), and teachers focus on students' academic achievement results (DuFour, 2005). Indeed, Clarke and Hollingsworth (2002) found the community

created when teachers in one school attend the same professional development promoting of an environment that is conducive to positive teacher change.

Unfortunately, most schools are still operating in an "egg-crate model" where teachers are separated from one another, working in individual classrooms (Darling-Hammond et al., 2009). This egg crate model has a stagnating effect on teaching. Fullan and Hargreaves (1995) describe the danger of isolation of teachers from one another as a situation of "untapped competence and neglected incompetence" (p. 10). That is, teachers who are effective have no systematic way of sharing how they find their success. And teachers who need support have no access to the expertise available within their peers. These authors bluntly state, "Whatever great things individual teachers could do go unnoticed, and whatever bad things they do go uncorrected" (p. 10).

Ongoing

The one-shot workshops that have historically typified professional development are, for the most part, ineffective. Less than 15% of teachers will implement a practice introduced in a one-time workshop (Joyce & Showers, 2002). Episodic workshops simply do not provide enough time for teachers to try out new strategies and receive feedback (Barnett, 2002; Garet, Porter, Desimone, Birman, & Yoon, 2001; Guskey, 1986; Joyce & Showers, 2002).

On the other hand, teachers who take part in on-going professional development have the opportunity to make the kinds of changes in their teaching that positively influence the achievement of their students. The definition of "*ongoing*" is ambiguous. No set number of contact hours or program structure has been set as qualifiers to deem a program ongoing. Yoon et al. (2007) found teachers who engaged in professional development programs that

average 49 hours across the course of the school year have boosted their students' achievement by 21 percentile points. It is discouraging to learn, according to the National Schools and Staffing Survey, that 57% of teachers had 16 hours or less of professional development in a content area they teach during the 2003-2004 school year (as cited in Darling-Hammond et al., 2009). The same survey showed 60% of teachers had the opportunity to attend professional development in the area of reading instruction, but a mere 19% of those teachers engaged in a program that involved more than 16 hours over the course of the school year. Darling-Hammond et al. (2009) stated the supports needed at the school level to provide on-going professional development and teacher change "fall short," yet no suggestions for remedying the situation are offered.

Unequal Access to Ongoing Professional Development

Children in all geographic areas could benefit from their teachers engaging in ongoing professional development in the area of early reading. However, the opportunities for professional development programs are not equal across the different geographical areas of the United States. Teachers in rural schools have less professional development opportunities than those in urban or suburban areas (Lee & Burkham, 2002). The geographic isolation of rural schools makes travel challenging and costly (Government Accountability Office [GAO], 2004; Hodges, 2002). Rural schools have difficulty recruiting personnel-making staffing limited for substitutes to cover classes when professional development is available during school hours (GAO, 2004). Adding to the difficulty of obtaining professional development is the pressure to obtain it. Like all schools, rural schools must meet the requirements of federal legislation (NCLB, 2001). These requirements mandate that schools provide sustained professional development opportunities based on scientific

findings that produce a *lasting* impact on a teacher's practice in the classroom (NCLB, 2001).

Meeting these requirements is challenging for schools throughout the country, but it may be

the most challenging for rural schools because of their physical isolation, economic

challenges and staffing limitations (Cullen, Brush, Frey, Hinshaw, & Warren, 2006; Hodges,

2002; Vernon-Feagans, Gallagher, & Kainz, 2010).

Technology

As mentioned in Chapter 1, technology may hold an answer to the issue of unequal

access to professional development. Technologically-mediated professional development

(TMPD) programs may have the potential to ameliorate some of the challenges faced by rural

schools in obtaining professional development (Gentry, Denton, & Kurz, 2008). Coaching

and/or workshops as ongoing support to teachers become more efficient and inexpensive

when delivered via technology. Expenses such as travel and childcare typically needed for

face-to-face delivery are not necessarily needed for technologically-mediated programs

(Holmes, Signer, & MacLeod, 2010).

Research studies of these programs are beginning to uncover the possibilities offered

when effective professional development models are delivered technologically (Amendum et

al., 2011; Bishop, Giles, & Bryant, 2005; Chaney-Cullen & Duffy; 1999; Ensher, Heun, &

Blanchard; 2003; Ginsberg, Vernon-Feagans, & Amendum, 2010; Hedrick, Vernon-Feagans,

& Ginsberg, 2010; Vernon-Feagans et al., 2012). Teacher change of practices (Adsit, 2004)

and opportunities for teacher collaboration have been documented as a result of TMPD's

(Adsit, 2004; Marrero, Woodruff, Schuster, & Riccio, 2010). As well, teacher isolation can

be reduced through collegial relationships fostered through TMPD's (Adsit, 2004; Killion,

2000; Oelrich, 2001).

Recent studies indicate teachers who have engaged in a TMPD program tend to prefer this format of professional development over face-to-face delivery (Holmes et al., 2010; Russell, Carey, Kleiman, & Venable, 2009). Holmes et al. (2010) found this preference was true regardless of teachers' number of years of teaching or grades levels taught. Russell et al. (2009) found teachers taking part in a TMPD program reported a greater willingness to seek further opportunities for additional learning than did teachers taking the same program face-to-face. Findings such as these provide a positive outlook for the future of these programs. What is missing from these studies, however, is discussion of how teachers of varying experience and comfort with technology came to learn the necessary applications or software to fully participate.

As technology serves to facilitate the given TMPD program, teachers must be comfortable with the technological skills needed to be able to fully participate (Liu, Carr, & Strobel, 2009). Gray, Thomas, and Lewis (2010) found 98% of rural teachers nationwide report having computers in their classroom, but only 38% report often using this resource often. Of the teachers using computers, 96% of rural teachers use word processing at least "sometimes" and as much as "often" (p. 11). The most common use of technology for communication was reported to be email. Rural teachers overwhelmingly report that the technological skills they possess were learned independently and in professional development. Taken together these statistics show that while technology is widely available, it may be an under-used resource. An understanding is needed of the reasons for low technology usage in rural schools. Knowing these reasons may help to inform the field of professional development, TMPD's in particular, of possible factors to consider when designing a new program.

Technology holds great promise for facilitation of effective professional development programs. The research base reports positive outcomes such as building collegial relationships and reducing isolation. However, the research base is currently limited. New findings can inform the future design of technologically-mediated professional development programs.

Literacy Coaching

A popular model for content focused, collaborative and ongoing professional development in the area of literacy is coaching. The particular job description of a literacy coach may vary from one program to another, but coaches are generally reading professionals who provide support to individual teachers in implementing new practices (IRA, 2004). This model *should* be an effective one as it embodies the characteristics deemed as effective in the area of professional development. The promise of coaching has many schools reaching for it as a means to improved student achievement (Russo, 2004). Although this model is popular and is a sound design judging by the characteristics of effective professional development, more empirical research is needed to support or refute it as an effective practice.

Recent studies on literacy coaches have highlighted the complex and personal nature of this position (Rainville & Jones, 2008), focused on the nature of coach/teacher conversations (Peterson, Taylor, Burnham, & Schock, 2009), and examined the multitude of roles taken on by coaches (Walpole & Blamey, 2008). Other studies evaluated how coaches spent their time (Bean, Draper, Hall, Vandermolen, & Zigmond, 2010; Bean & Zigmond, 2006; Deussen, Coskie, Robinson, & Autio, 2007). Bean et al. (2010) found coaches typically spent less than half of their time working directly with teachers. The time, when

spent, was centered more around assisting students than focusing on a change of teacher

practices. Bean and her colleagues (2010) concluded the 20 coaches in the study were taxed

by the many roles needing to be filled within their schools, leaving less time for actual

coaching; serving instead as data managers or coordinators of various types. This finding is

especially unfortunate in light of the claim made in another recent study (discussed later in

this section) that student gains are positively impacted with increased time spent between the

coach and teacher (Elish-Piper & L'Allier, 2011). The findings of these two studies taken

together suggest understaffed schools relying on coaches to serve many roles may not realize

the full benefit of coaching.

      The relationship between coaching and teacher practice. Some studies examined

the relationship between coaching and teacher practice. For example, Neuman and

Cunningham (2009) examined the effect of coaching on the language and literacy practices

of teachers at 291 early childcare centers. Each center was randomly assigned to one of three

groups: a three-credit course in early literacy and language, a three-credit course plus

ongoing coaching, and a control group. Teachers from the centers were then assessed on their

literacy practices and knowledge. There was no significant difference in teacher knowledge

in any of the groups after treatment. However, the group receiving the 3-credit course plus

ongoing coaching did demonstrate a significant improvement over the other two groups in

their language and literacy practices. Discussion of the specific practices of the coaches'

work directly with teachers or students, however, is left out of this study.

      Walpole, McKenna, Uribe-Zarain, and Lamitina (2010) studied 116 schools in

Georgia with coaching being federally funded by the Reading First initiative to explore the

relationship between coaching practices and teachers' instruction. The Reading First

initiative provides monetary support for low performing/high poverty elementary schools. This study examined the coaching practices of collaboration, coaching for differentiation and leadership support for coaching. Teaching practices examined included: small group work, effective reading instruction, read alouds and management. Each of the coaching practices proved to be a predictor of one or more teaching practices. However, the coaching practices were not predictive of the same teaching practices across all grade levels studies (kindergarten–third grade). Coaching was not uniformly implemented across schools—or even within schools. Though the findings are hopeful, making a confident claim that particular coaching results in particular teaching practices cannot be made based on these findings.

The relationship between coaching and student achievement. Studies linking literacy coaching with student outcomes have provided some insight into the effectiveness of coaching. The series of studies on the TRI demonstrates powerful student growth in a professional development model resting largely on the practice of literacy coaching (Amendum et al., 2011; Ensher et al., 2003; Ginsberg, 2006; Ginsberg et al., n.d.; Vernon-Feagans et al., 2012). It is possible the findings of student improvement from these studies can be attributed to literacy coaching supporting the classroom teacher to be more effective in the teaching of reading to struggling students and developing a diagnostic way of considering all students. A particularly salient finding by Amendum et al. (2011) points to such a conclusion. Not only did the students who received the intervention demonstrate significant gains in reading, but their non-struggling classroom peers did as well. That is, students who were in the classes of teachers receiving coaching via web-conferencing, but did not necessarily receive the One-on-One intervention itself, had significant gains over

non-struggling students at control sites. Such findings lead Amendum et al. (2011) to conclude "a positive relationship (exists) between teachers' participation in the TRI and children's reading performance" (p. 123). The corpus of TRI studies provide not only evidence of the efficacy of a specified type of coaching, but it opens the doors for further research into examination of the aspects of this particular program concerning teacher change.

Encouraging findings have been reported by other studies investigating programs with a coaching component as well. The Literacy Collaborative is one such program. Looking at student reading achievement over three consecutive years of implementation, this program found annually increasing and significant student reading gains (Biancarosa, Bryk, & Dexter, 2010). Reading was measured for each student using results from several subtests of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Terra Nova. The total assessed skills included phonological awareness, letter recognition, decoding, oral reading fluency and reading comprehension. Using Rasch scaling, a single score was calculated to represent each student as a reader. This research design allowed the researchers to see broadly how students were progressing year to year, but determining if a particular reading skill was impacted more than another by coaching is not possible. Still, the findings of this study suggest not only that coaching is an effective means for raising student achievement in reading, but that the coaching effort may see its greatest benefits when implemented over longer periods of time. This study gives insight into the possible reason why findings of programs spanning a lesser amount of time may not be as impressive.

Elish-Piper and L'Allier (2011) also conducted a study linking coaching to student reading gains. These researchers examined the impact of coaching in kindergarten through

third grade for one school district in its first year of implementation. Funding for coaches in this district was provided by the Reading First initiative. Elish-Piper and L'Allier (2011) found the length of time spent between teachers and coaches influenced student-reading gains. Elish-Piper and L'Allier (2011) also delineated four activities carried out by coaches that impacted student-reading gains in one or more grade levels. These coaching activities were: conferencing, administering assessments, modeling lessons and observing teachers. These activities were necessarily related directly to teachers' instruction, needs of individual students, curriculum or assessment. Kindergarten reading gains were predicted by conferencing hours spent between individual teachers and the coach. Conferencing and administering assessments were two activities that approached significance in predicting first grade reading gains. Interestingly, second grade reading gains were predicted by all four of these activities while none of these activities predicted third grade gains. An examination of other factors is needed to understand the impact of coaching on third grade students. As well, stronger findings may be possible given more time to implement coaching. The findings of this study do not offer explanations as to why kindergarten, first and second grade levels benefitted from different coaching activities.

Matsumura, Garnier, Bickel, Junker, and Resnick (2010) examined the relationship between coaching and student reading achievement in schools with high teacher turnover. They found English Language Learning students in an urban school district in Texas performed significantly higher than control students on the Texas Assessment of Knowledge and Skills (TAKS). The coaching did not have an effect on teacher mobility. However, Matsumura et al. (2010) hypothesize that given more time with implementation, there may be an indirect effect. They hypothesize that coaching may help in fostering stronger

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relationships among faculty as a factor that may entice some teachers to retain their positions at their schools. Not mentioned in this study is the possibility of self-efficacy being developed in the teachers working with coaches and enjoying the rewards of successfully teaching English Language Learners in their classes. Teachers' self-efficacy is a factor positively influencing teacher retention (Yost, 2006).

       Not all studies relating coaching to student achievement have found the promising results described above. For example, an examination of standardized reading test scores from each of three randomly assigned groups, showed coaching did not influence student test scores significantly over groups not receiving coaching (Garet et al., 2008). The first group of teachers received professional development in the Language Essentials for Teachers of Reading and Spelling (LETRS) program. LETRS is a professional development program that teaches educators to use scientifically based explicit instruction with struggling readers. The second group received the LETRS program along with ongoing support in the form of coaching and the third group received regular professional development for the district. While the teachers receiving LETRS, with or without coaching, demonstrated a significant increase in teacher knowledge over control teachers, there was no significant effect size between the groups concerning student reading achievement. As disappointing as the results of this study were, the coaching that took place was not fully described, leaving the question, "What exactly did each coach do?" Garet et al. (2008) say the coaches received the same initial and follow-up training. This training was meant to provide information to the coaches so they would be adept at coaching individual teachers, but there is no mention of exactly how the coach went about providing such support. Teachers in the groups who received the LETRS program were observed at four time points to see if key principles of LETRS were

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being employed. However, there was no such fidelity measure for the coaches. It is possible the coaches interpreted their responsibilities and delivered support quite differently from one another. To be sure, the job of literacy coach has been conceptualized differently across contexts (Deussen et al., 2007; Walpole & Blamey, 2008; Walpole & McKenna, 2008). Coaches' roles tend to be shaped according to specific initiatives (Garet et al., 2008; Porche, Pallante, & Snow, 2012; Walpole & Blamey, 2008). The differences in interpretations of this position and the needs of the various initiatives may contribute to the mixed findings in the literature thus far.

Coaching as a form of professional development that has seen such a fast surge in practice, but even with the emergence of promising findings linking coaching to improved student achievement in reading, there is still much to be learned. In spite of the limited research base and mixed findings of studies completed thus far as to the efficacy of coaching, the practice will not soon disappear. Walpole and McKenna (2008) point out, no alternative model lurks at the ready to replace coaching, and coaching is more complex than an efficacy study can easily capture.

Summary of Professional Development

The format of professional development matters greatly in its ability to provide the kind of knowledge and implementation support needed for it to be effective. One-shot workshops that typified professional development can provide content or pedagogical knowledge to teachers, but cannot provide opportunities to try the new practice or give feedback on teaching of the new practice. Teacher knowledge is a key factor in effective instruction, but being knowledgeable alone doesn't necessarily equate to effective instruction. Teacher beliefs guide instruction, but beliefs can't be challenged without

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opportunities to create new teaching experiences that contribute to a teacher's guiding images. Professional learning communities (PLC's) have contributed to positive outcomes for teachers and students. Unfortunately, like workshops, PLC's do not typically offer teachers opportunities to implement and receive feedback on practices. Literacy coaching embodies the characteristics of professional development deemed most effective. It offers opportunities to support teachers as they learn about and implement new practices. Literacy coaching is also a format of professional development that best maps onto Guskey's conceptualization of how teacher change may occur. I have placed Figure 1, *Guskey's model of teacher change in the context of a professional development program* introduced in Chapter 1 again here for reader reference (See Figure 1).
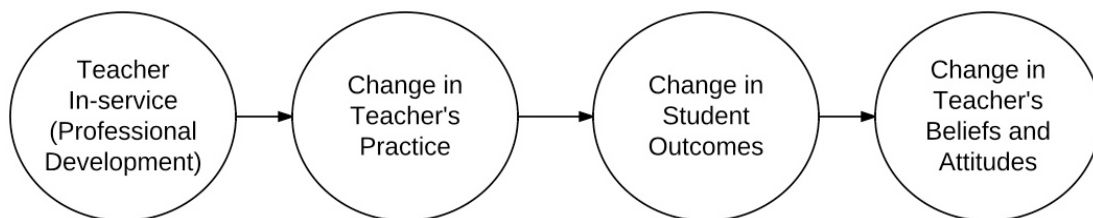
Figure 1. Guskey's model of teacher change in the context of a professional development program.

In the first domain, Professional Development, literacy coaching may take the form of the introduction of a new instructional practice. In the second and third domains, Change in Teachers' Practice and Change in Student Outcomes, literacy coaching would take the form of supporting the teacher to implement the new practice, eliciting the new student outcomes. In the last domain, Change of Teachers' Beliefs and Attitudes, coaching may serve to assist interpretation of given student outcomes supporting the development of new guiding images. Or, it may just be the support in the second domain, Change of Teachers' Practice, makes the rest of the path to change occur without further direct assistance from the coach. In the rest of

the formats of professional development mentioned none necessarily go beyond the first

domain of Guskey's (1986) model.

The TRI: A Dual-Level Model

The findings of TRI related studies were briefly summarized previously. In this

section the actual framework of the program will be described. The TRI employs a dual-level

model. That is, there are aspects to the program aimed at building teacher knowledge to

inform their practice as well as actual reading strategies implemented with students. Teacher

knowledge is built through the Summer Institute, workshops, the TRI Weekly Meeting and

coaching. Reading strategies include those for word work, fluency and guided oral reading.

Because of this duality, the structure of the TRI will be detailed in two sub-sections: *TRI*

Professional Development and *TRI Reading Strategies Framework*. Within these sub-

sections the TRI will be described in terms of its affordances. Namely, the five TRI

affordances chosen to be investigated as supports of teacher change will be highlighted:

1. **TRI Weekly Meeting**

2. **Coaching**

3. **Technology**

4. **One-on-One Format**

5. **TRI Reading Strategies**

This chapter concludes by referring again to Guskey's (1986) model to understand the

specific ways his model may provide insight into this investigation of teacher change. This

particular section of my dissertation contains models and language specific to the TRI. These

models are provided to explain the TRI so the reader has a clear picture of the context of this

study. The models and language contained in this section only indirectly affected my analysis of the data and quest to answer the research question at hand.

I. TRI Professional Development

Affordances of the TRI professional development include participation in a professional learning community, coaching, and technology. The professional learning community is begun through involvement in an intense summer institute and fostered through weekly meetings and quarterly workshops. Coaching in the context of the TRI is focused on early reading instruction. Almost all of the professional development aspects of the TRI are delivered technologically from university-associated personnel at the University of North Carolina at Chapel Hill to the distant experimental sites.

TRI affordance #1: Participation in a professional learning community.

Summer institute. The TRI summer institute is an intense three-day workshop. Teachers and on-site consultant attend this workshop in person. The on-site consultant is typically a reading specialist or administrator of the school. The on-site consultant acts as a liaison between the university-based personnel and the teachers. The on-site consultant also observes implementation of the TRI and helps teachers troubleshoot when they are considering strategies that best address the "most pressing needs" of their students. One on-site consultant is chosen for each experimental school.

During this institute, teachers are introduced to the TRI Reading Model. The TRI Reading Model is one that is guided by the belief that reading is a complex process best facilitated by incorporating reading instruction for word identification, fluency, vocabulary and comprehension. All instruction should promote motivation and engagement for the student (see Appendix A). Teachers are presented with a core set of reading strategies and

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opportunities to practice those strategies. These strategies are supportive of the three main parts of a TRI lesson: Re-reading for Fluency, Word Work and Guided Oral Reading. The strategies themselves are further discussed in the subsection labeled *TRI Reading Strategies Framework*. These strategies are explored in light of the TRI Reading Model and/or the TRI Model of Decoding and Sight Word Development (see Appendix B). Teachers are then guided to consider the strategies, the models, and the possible responses of their students to plan for and provide "diagnostically-driven individual instruction for one struggling reader at a time" (Ginsberg et al., n.d.). This diagnostic approach allows for an "instructional match." Instructional match is "congruence between the student's skill or functioning level and the nature of the assigned tasks" (Ysseldyke, Christenson, & Thurlow, 1987, p. 8). At the TRI institute, teachers also have the opportunity to meet the university-based literacy coach (referred to as "coach" for the remainder of the paper) in person who will serve as ongoing support via web-conferencing to the teachers as they implement the TRI strategies with their students.

TRI weekly meeting. The participant teachers and on-site consultant at each school gather weekly and call the coach via web-conferencing. The coach leads the meeting, asking teachers to discuss the progress of the particular student currently being served. Teachers typically concentrate on one TRI student at a time and work intensively four times per week for about 15–20 minutes per session. Teachers are encouraged to consider the TRI Reading Model introduced at the summer institute along with evidence in the form of student responses to discuss a diagnostically-driven plan for future instruction for the given student. Teachers may sometimes ask questions of one another, gain ideas for instruction or help one another through analysis of student needs.

*Quarterly professional development workshops***.** Workshops are delivered via web-conferencing to groups of participant teachers, on-site consultants and sometimes principals. Typically the professional development workshops are for teachers in the same district, though multi-site workshops are also held. The workshop content is based on the "most pressing need" of the teachers and students in a given district. For example, if TRI coaches notice many students need support with fluency, the workshop may be aimed at discussing strategies to build fluency. In addition to a few planned workshops extending TRI content, workshops are designed to meet their needs. Workshops last approximately two-three hours.

TRI Affordance #2: Coaching. The job of a TRI coach is, first, to support the intervention director in introducing the principles and strategies of the TRI reading intervention to the participant teachers at the summer institute. Second, the coach meets biweekly with each teacher and one of the teacher's participating students via web-conferencing. The coach uses a *Discussion Checklist* while observing the TRI reading session (see Appendix C). This checklist helps the coach to look for specific actions of the teacher. The coach may model a strategy during this session, interact with the student and/or teacher or simply observe the session. After the session is over and the student returns to the larger class setting, the coach may talk to the teacher about the session. This conversation may last just a few minutes or may not happen at all depending on the time the teacher has at the moment. Either way, the coach provides written feedback about the session to the teacher in an e-mail. This e-mail may discuss aspects of the diagnostic checklist that were addressed or not, the diagnostic decisions of the teacher and the discussion of the student's *most pressing need*. The student's most pressing need is determined by the child's responses during the reading session. This decision about a student's needs may help the teacher plan

for the next lesson. The Diagnostic Map is one tool that teachers use to plan and assess for

each session (see Appendix D). In sum, the coach in the TRI acts as a guide to the classroom

teacher who in turn guides the student. The responses of the student inform the support given

by the coach to the teacher and the teacher to the student. This process is demonstrated in

Figure 2 (TRI Clinical Coaching and Teaching Model; Ginsberg et al., 2010).
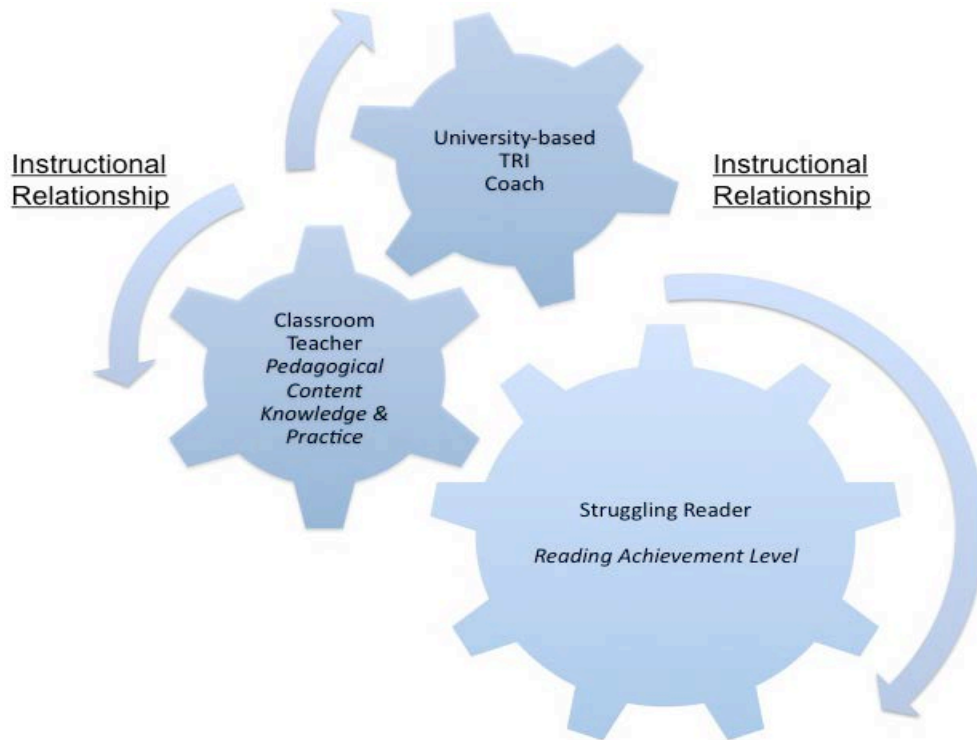
Figure 2. TRI Clinical Coaching and Teaching Model.

TRI affordance #3: Technology. Teachers begin learning the technology necessary

for program participation during the summer institute. Macintosh laptop computers are

provided for teachers to work in groups and explore applications such as instant messaging,

iChat, and e-mail. Instant messaging is a part of the iChat application from Apple Inc.

allowing text entered into a blank field to be received instantly to another user. Instant

messaging through iChat is simply referred to as "instant messaging" in this study. Video

availability through iChat allows users to connect with one another in real time with the

ability to see and hear one another. While iChat is an application with several features, the term "iChat" refers to only the video-interaction aspect for the purposes of this study. Technology facilitates weekly meetings, quarterly workshops and coaching.

II. TRI Reading Strategies Framework

TRI affordance #4: One-on-one format. An affordance of the TRI early reading intervention is the One-on-One format. The classroom teacher works individually with a student using the TRI Reading Strategies. The goal of the TRI is to allow teachers to use the strategies and diagnostic abilities they have gained through TRI Professional Development to support one struggling reader at a time.

Unlike pull-out programs where identified struggling readers are taught by specialists outside the context of the regular classroom, the TRI is a push-in program that empower the regular classroom teacher to possess the kind of knowledge typically only held by specialists. Part of this role of specialist includes the delivery of instruction in a One-on-One format. Working One-on-One with a student is a new practice for most teachers. Teachers typically work with small groups of students or provide whole group instruction. This One-on-One dynamic may be conducive to positively enhancing the teacher-student relationship while at the same time allowing for individualized instruction. Young children's literacy abilities have shown to improve when the teacher-student relationship is one "characterized by warmth, emotional support and sensitivity in combination with modeling, instruction and feedback" (Burchinal, Peisner-Feinberg, Pianta, & Howes, 2002). By providing intense One-on-One instruction geared specifically to meet the immediate needs of individual readers, there is an expectation of rapid progress for the student. In referring back to Guskey's model, this rapid

progress of a struggling reader may elicit a positive teacher change of beliefs, attitudes and/or future practice.

TRI affordance #5: Reading strategies. The framework for the intervention consists of three main parts: Re-reading for Fluency, Word Work and Guided Oral Reading. All of these parts are delivered in each 15-minute reading session. Within each of these parts, a teacher may choose from a small set of strategies depending upon the needs of the student.

Rereading for fluency. Approximately 2-5 minutes of the session are dedicated to the student re-reading a familiar text aloud. When looking at the TRI Reading Model (Appendix A), the relationship between fluency, word identification and vocabulary is depicted. These three aspects of reading are necessary pieces supporting comprehension. Comprehension is the extraction of meaning from text and is the ultimate goal of any reading activity. Fluency refers to the rate at which the reader reads the text and the prosody, or intonation, with which the text is read. A fluent reader reads aloud with a speed and expression similar to oral conversing. A student who reads a text slowly, taking long amounts of time to decode each word, will most likely lose some comprehension of the text (Torgesen, Rashotte, & Alexander, 2001). A student also needs to possess enough of the vocabulary in the text to be able to comprehend what is read. Thus there is a reciprocal process between understanding the text and reading the text fluently (Pikulski & Chard, 2005). Students who re-read an appropriate level text to an adult that has been practiced 3-4 times have shown to improve both fluency and comprehension (Therrien, 2004). Because the TRI uses this practice in such a way, an improvement of student outcomes in both fluency and comprehension may occur.

Word work. Approximately 6-10 minutes of the TRI reading session are dedicated to word work. Strategies of word work are designed to teach decoding and sight word

knowledge. While certainly young readers can identify some patterns in written language on their own that will support their word reading, students benefit greatly from reading instruction which includes decoding (Adams, 1990; Adams & Bruck, 1993; Perfetti, 1984). As mentioned in the section above, if decoding requires a lot of time and effort on the part of the reader, much meaning will be lost from the text. Word work involves students in multi-sensory activities that will promote successful decoding through specific and efficient teaching. The strategies for word work directly map onto the TRI Decoding and Sight Word Development Model (Appendix B). As depicted in the model, an understanding of the alphabetic principle is necessary to decode words. A reader who understands the alphabetic principle knows that letters represent sounds. The ability to understand and apply letter/sound knowledge to decode words has been identified as one of the differentiating characteristics between strong and struggling readers (Juel, 1991). Students who grasp the alphabetic principle are ready to then learn phonics. Phonics refers to the sounds represented by letters and/or groups of letters.

Learning to manipulate the sounds within words by teaching segmenting and blending builds phonemic awareness while also integrating phonics knowledge. Phonemic awareness is the ability to hear and manipulate language on a phoneme-level (Yopp, 1992). This ability has demonstrated to play a causal role in success in learning to read (Smith, Simmons, & Kame'enui, 1998). Segmenting refers to the isolation of sounds within words. Blending refers to the putting together of the sounds to make a word. Because the TRI provides strategies for teaching the alphabetic principle and phonemic awareness, a change in student outcomes can be expected. TRI students move to more complex decoding strategies

during word work as well. The multiple spellings of single sounds and multi-syllable word attack are also taught.

Levels of word work. The TRI uses a gradation of word work considerations adapted from a Montessori approach. The beginning level of word work is referred to as the "Pink Level." Students who understand the alphabetic principle, are beginning to learn phonics, are striving to segment and blend words with three or less sounds may benefit from words and activities at the Pink Level. Students who understand the alphabetic principle, are stronger in their phonics knowledge as well as their segmenting and blending skills may benefit from "Blue Level" words and strategies as the Blue Level challenges students with activities using words with four sounds or more. The "Green Level" is appropriate for students requiring higher-level phonics. Higher-level phonics knowledge is needed for reading words with long vowel sounds, which may be represented by a variety of spellings (t**ea**m, gr**ee**n, b**e**). The "Purple Level" is the highest TRI level of Word Work. The Purple Level introduces students to multi-syllabic words. The Purple Level is intended for students who understand the alphabetic principle, are advanced in segmenting and blending and decode words containing higher-level phonics.

Guided oral reading (GOR). Approximately 7-10 minutes of the TRI session is dedicated to GOR. During GOR, the teacher selects a text at the child's instructional level. That is, the text is not one the child could read independently, but in fact needs some assistance, called scaffolding, from the teacher. Teachers use comprehension strategies such as prediction and retelling to support readers in their understanding of the text. At times, decoding support may be needed, at other times vocabulary. Elements of Word Work are folded into Guided Oral Reading. For example, if a teacher introduced the many spellings of

the long a sound (as in the words c**ak**e, m**ay, ai**m or sl**eigh**), the book chosen for GOR might be *Janey Crane* by Barbara deRubertis. This book contains many words with the long "a" sound and would be an opportunity for the student to practice the reading of long "a" words in connected text.

In sum, the present study builds on the research base of technologically-mediated professional development programs, in particular, the TRI. There is evidence the TRI supports positive teacher/student relationships (Ginsberg, 2006), improves student reading outcomes (Amendum et al., 2011; Ginsberg, 2006; Ginsberg et al., n.d; Vernon-Feagans, Gallagher, Ginsberg, et al., 2010; Vernon-Feagans et al., 2012), and promotes a change in teachers' thinking (Ginsberg et al., n.d.). The TRI's format of professional development makes facilitating the path to teacher change described by Guskey (1986) as possible. The TRI format maps onto Guskey's (1986) model in much the same way literacy coaching alone mapped onto it. However, with the TRI, there are more affordances than just coaching, making the support of change of teacher practices more likely (see Figure 1). The five TRI affordances, chosen for exploration as supports of change, map well onto the four domains of Guskey's (1986) model. The TRI Weekly Meeting and Coaching fit well with the first domain, Professional Development. These two affordances provide opportunities for teachers to gain more knowledge of reading and reading practices. The second domain, Change of Teacher's Practice, is where the all five TRI affordances can be conceptualized: TRI Weekly Meeting (as this kind of participation is a new practice for some teachers), coaching (the practice of engaging in coaching may be a new practice to some teachers), technology (as this is a new practice for some teachers), TRI Reading Strategies and One-on-One Format (as working with students individually may be a new practice to some teachers). Supporting

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teachers heavily in the second domain may be the crucial effort needed to ensure change.

Recall the types of professional development formats that seemed to exist only in the first

domain: workshops and professional learning communities. Those two formats did not

support teachers through the implementation of new practices, breaking the path to change.

Since the TRI provides many affordances supporting implementation, an expectation of

Change of Student Outcomes (third domain) and Change in Teacher's Beliefs and Attitudes

(fourth domain) become very real possibilities; expectations really.
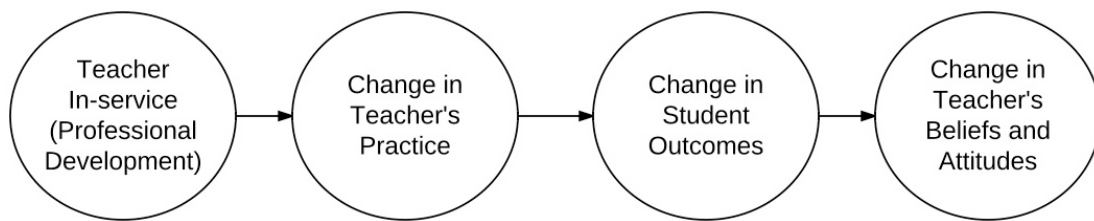
Figure 1. Guskey's model of teacher change in the context of a professional development

program.

Yet to be learned are the *how* and *why* of teacher change within the program.

Understanding what aspects of the program were supportive of change, what change looked

like in the process of it happening, and the nature of the changes holds the potential to inform

future designs of professional development for continued teacher and student success. In this

study one teacher's changes in practices and beliefs during her involvement in and

implementation of the Targeted Reading Intervention over the course of a full calendar year

as this teacher worked individually with each of five students she identified as struggling

readers will be illuminated. Again, the research question guiding this dissertation is: *How do*

the affordances of a technologically-mediated professional development program and early

reading intervention support teacher change in a teacher who emerged as an exemplar?

CHAPTER 3

METHODS

Case Study Design

I employed a qualitative, collective case study design (Merriam, 1998), exploratory in nature, to discover *how* the affordances of the TRI supported teacher change. Data for this study included video-recorded web interactions, written electronic communication, interviews and a brief survey (see Figure 3). I focused on an exemplar first grade teacher and her work with five of her students during her participation in the Targeted Reading Intervention. The teacher identified the five students as needing more support in reading. Her instruction with each student represented a single case study. An in-depth collective case study design allowed me to capture change over time of this one teacher at given time points in the year as she rotated from working with one child at a time to the next.

Yin (2003) describes a case study design as one particularly suited to understanding a "how" question such as the research question that guided this study. Case studies look at phenomena holistically, giving attention to context (Feagin, Orum, & Sjoberg, 1991; Yin, 2003). Choosing a case study design allowed me to focus intensively on the bound context that was created by the teacher participating in this technologically-mediated professional development (TMPD) program. My analysis makes use of narrative writing to present milestones toward change in a chronological order. A key factor in my research design is my close relationship to the teacher participant, Laura (a pseudonym). One common and widely

accepted perspective in qualitative research is the view of the researcher as the instrument of

the study and the participant as the means by which the given study was accomplished

(Maxwell, 2004, p. 83). In other words, it is the researcher who names the phenomena

observed and provides explanations. In this study I was indeed naming the phenomena and

providing possible explanations as I analyzed the data. However, within those explanations I

felt compelled, by the confronting and personal events leading to change in this study, to

privilege the voices of Laura and her first grade students of focus. I chose to employ their

own words as a method to honor their perspectives. My use of narrative in the next chapter

allows for many direct quotes from Laura and her students.
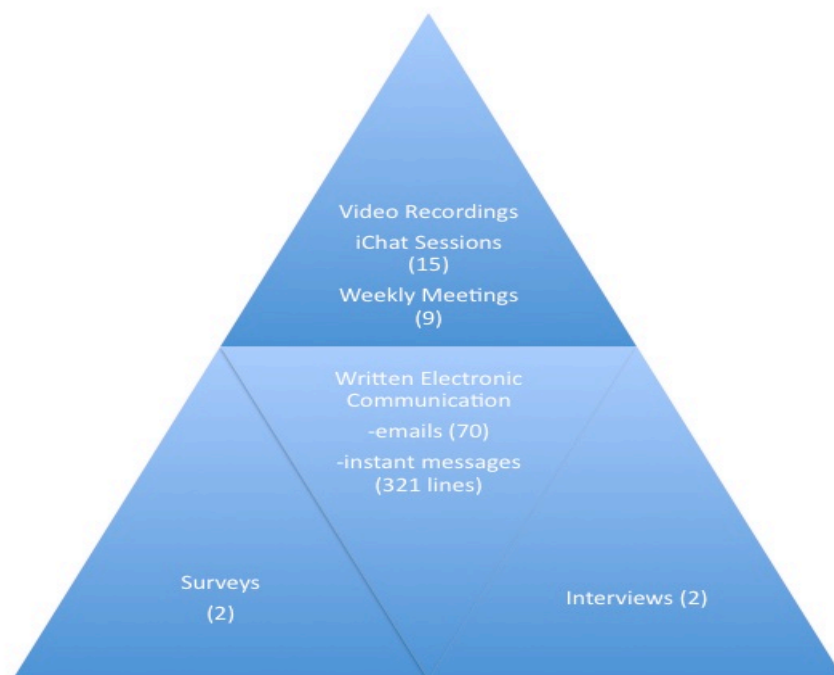

Figure 3. Summary of data.

My commitment to Laura as a professional and as a friend necessarily influenced the

data that were collected and also influenced the analytical interpretations of this study

(Schwandt, 1997, p. 136). I viewed my relationship with Laura as an asset in "gaining

access" (Glesne, 2006, p. 44) to the phenomenon of teacher change and believe this

relationship positively supported my analysis work as I was comfortable asking Laura to member check. However, I am also fully aware that my subjectivity in this case may call to question the trustworthiness of my findings. Measures to insure trustworthiness, including member checking, are discussed in the section labeled *Trustworthiness* later in this chapter.

Teacher Participant

My selection of this teacher, Laura Pendergast (a pseudonym) was purposive in nature. Laura and I discussed and agreed upon the use of a pseudonym for this study. Laura was a first-grade teacher at Smithfield Elementary School. She emerged as an exemplar during her participation in the Targeted Reading Intervention in the 2008-2009 school year. Laura's emergence as an exemplar occurred as she taught effectively, developing the reading skills of her students. Laura's effective teaching was not a surprise given the way in which she participated in the program. She not only kept her regularly scheduled biweekly meetings with me and her students, but she even scheduled extra sessions when she wanted my professional insights into reading behaviors she noticed with her students. Laura typically remained on iChat with me and talked about her students, her teaching and her school situations once the actual reading session with the student was over. Laura was the one teacher who consistently responded to my e-mailed feedback of her sessions with her students. The actual sessions held by Laura were longer in length than typical TRI sessions, giving her students more instructional time. With these actions, Laura demonstrated her interest in not merely checking off having fulfilled her minimal responsibility to this research study. Her actions showed her desire to know more about herself, her students and the teaching of reading. When Laura was implementing the intervention with her students, she demonstrated high fidelity by using the three main pieces of the intervention in each session:

Rereading for Fluency, Word Work and Guided Oral Reading. Laura's teaching practices in the context of the TRI were different from how she taught reading before becoming a participant in the TRI. Because I conducted this study with the assumption that a change of practice would bring about changes in beliefs, I selected a teacher whom I was sure was using the (new) practices of the TRI regularly. Since Laura had high implementation and high fidelity, I assumed changes could be documented.

Smithfield Elementary School

Smithfield Elementary stood in stark contrast to the other elementary schools in its district. With 179 of the 247 students (72%), enrolled at Smithfield during the 2008-2009 school year qualifying for free or reduced lunch, (one indicator of poverty), this school had more students living in poverty than any of the other schools in the district. To offer a reference of contrast, the other school I served as a coach for, Pleasant View Elementary, had just 23 of its 285 students (8%), qualifying for free or reduced lunch (personal communication, district administrator, September 15, 2008).

I asked Laura and one of her colleagues at Smithfield to tell me more about the school and surrounding neighborhood. Laura reported that the former principal at Smithfield described it as being situated in a neighborhood of "multi-generational poverty." She described the neighborhood as comprised mainly of run-down rented bungalow homes and a low-income housing complex called Grimes Manor (a pseudonym). In Laura's words, the neighborhood was "a dismal place." Laura and her colleague described some families as "working poor" who commit to working two or three jobs to keep a roof over-head and food on the table for their children. Laura saw the dedication of the families to the children's basic needs as the reason there was not the kind of parental involvement at Smithfield that

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resembled what middle-class values tend to support. She also cited incarceration and abuse (physical, sexual and drug-related) as issues in homes that necessarily impact the school setting.

Two of the teachers at the school have told me that the teachers at Smithfield were proud of their long careers at this school. Many of the teachers were teaching the children of students they had 20 or 30 years ago. The school's mission statement was "Nurture, Educate, Inspire." Laura felt this was accurate in describing and prioritizing how teachers at Smithfield approached their work. The teachers tended to talk about the students' home lives and their schoolwork all at once.

Laura's TRI Students

Five students were selected for Laura to work with using the Targeted Reading Intervention as part of the larger study. These students were all in first grade for the first time (had not been retained), and had been identified by Laura as students she felt would need extra reading support during the school year. Laura identified students possibly needing support by ranking the students in her class from those needing the least support, to those needing the most using the screener provided by the TRI (Appendix E). Eight students needing support were chosen. These were not necessarily the eight students Laura felt were most in need of support. Students with an Individual Educational Plan (IEP) exempting him/her from assessments were not eligible for participation in the study. As well, students identified by Laura as not possessing conversational English were not eligible for participation in the study. Therefore, if a student was listed as the most in need of reading support, but was not eligible for participation in the study, that student's name would not be one of the eight selected for most in need of reading support. Of these eight, five were

randomly selected to be Laura's TRI students: Eli, Caleb, Drew, Troy, and Jisela. Laura also

provided brief information about specific student characteristics (see Table 1). She was asked

to identify these characteristics on the same sheet as the student ranking. Laura circled

characteristics she felt matched her students. For the purposes of this table, I have placed an

X in the cells to indicate Laura's answers on the ranking sheet. Students who were ranked as

not meeting expectations of first grade reading skills but did not possess conversational

English were not eligible for this study. As well, students assigned and educational plan

exempting them from assessments were not eligible for the random selection.

Table 1

Teacher-identified Student Characteristics and Class Ranking

Student Name	Ranking in the class according to need for support as per Laura	This child is challenging.	This child will make rapid progress.	This child will move during the school year.
Eli	10		X	
Caleb	7			
Drew	2		X	
Troy	1	X		
Jisela	8			

Researcher's Perspective: Constructivism

My choice of a qualitative approach is reflective of my view that understanding the

context in which any given phenomena may exist is "valuable knowledge" (Glesne, 2006, p.

4). I believe understanding the culture, history and human interactions involved in any given

phenomenon is crucial in understanding the phenomenon itself. I view reality as being

socially constructed and tool mediated (Vygotsky, 1964, 1978). These views align with the

constructivist paradigm (Creswell, 2003). I too hold a belief that understanding teacher

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change is valuable only if the new understandings can provide some practice-oriented implications, making the world of school a better place for teachers and students. This belief of the importance of practice aligns with the Deweyan pragmatist paradigm. Dewey described his own work as an effort "not to practicalize intelligence, but to intellectualize practice" (as cited in Eldridge 1998, p. 5). He believed knowledge was produced through inquiry; that the experience of doing, of experimenting, resulted in learning (Dewey, 1990). This idea meshes with my assumption and Guskey's theory—that a change of beliefs can happen through the change of teaching practice. This study was therefore grounded in both the constructivist and pragmatic paradigms.

Data Collection

Data for this study were collected and archived for the larger study in which this dissertation was situated. The data included video-recorded web interactions, written electronic communication, interviews and a brief survey. I collected the video-recorded web interactions biweekly from November 3, 2008 – April 29, 2009. I collected written electronic communication in the form of e-mails and instant messages continuously from August 26, 2008 – August 31, 2009. The interviews took place by phone and were audio-recorded by me in August 2008 and May 2009. Laura completed the survey in August 2008 and May 2009.

The way in which the data collection evolved was through the strengthening of the collegiality between Laura and myself. I became a "participant observer." Yin (2003) describes participant observation as the unique situation of a researcher assuming a role in the study that has an impact on the phenomenon or participant being investigated. During my time working with Laura, I asked her questions in e-mails such as, "What are your goals for your students?" and "Can you tell me more about this child's work in the greater class

setting?" instead of merely communicating with her during the TRI Weekly Meeting and biweekly reading sessions. This kind of data collection was case study oriented in that these informal e-mails were very much like unstructured interviews.

The video-recorded web interactions took two forms: *iChat TRI sessions* and *weekly meetings*. These 24 recordings were collected between November 3, 2008 and April 29th, 2009. The recordings served as a primary data source. The recordings allowed me to analyze Laura's practices and beliefs in action. Because the recordings were taken regularly over the course of the school year, I was able to use them to document the development of change. E-mails were exchanged to discuss a variety of issues from recent iChat sessions, to sync schedules and to consider personal thoughts from Laura on her students.

There were 15 iChat TRI sessions where the participants were Laura, any one of her five TRI students, and myself. Laura and her students were in their classroom in Nebraska where they reside. I was present in the sessions via iChat from North Carolina. Sessions averaged 22 minutes in length.

There were nine weekly meetings where the participants were two kindergarten teachers, two first grade teachers, an on-site coach and myself. Laura was one of the first grade teachers present. All four of the teachers and the on-site coach were together in the same room in the elementary school where they were employed. I was present via iChat from North Carolina. These meetings averaged 24 minutes in length.

Written electronic communication took two forms: e-mails and instant text messages. E-mails that were analyzed included correspondence between Laura and me. Also included were e-mails in which Laura addressed others involved in the TRI where I was copied on the e-mail. E-mails from member-checking were also included in the analysis. There were 70 e-

mails in total. Instant text messaging via iChat was used to communicate one time during a weekly meeting when the sound did not function during a video iChat. Laura was the person in the meeting who typed responses to me. Also, instant messaging was used to enhance an iChat session with a TRI student. There were a total of 321 lines of instant chat messaging via iChat collected.

During the year of data collection and TRI implementation, Laura decided the order in which to serve her five TRI students as well as the number of sessions per student. For this reason, data were not represented equally among the five students. That is, there were not equal quantities of e-mails exchanged per student or equal quantities of videos per student. Some data collected do not feature or contain discussion of the TRI students. These data were mainly collected early in the school year before full-implementation of the TRI began. I have provided Table 2, *Data and Time Points Per TRI Student*, to demonstrate the service choices made by Laura and the subsequent data collected. I have included the dates Laura served each student. In some cases exact dates were available, in other cases not. I have provided approximate dates when exact ones were unavailable through my data. Exact dates were not always obtainable because Laura might begin work with a student a week or two before I would meet the dyad on camera for an iChat session or might end work with a student during the two weeks between our iChat visits. Drew is the one TRI student with more than one set of dates as Laura decided to serve Drew again after exiting him. Student TRI Reading/Word Work levels are also provided. Description of these levels may be referenced on pages 28 and 29 of this study.

Table 2

Data and Time Points Per TRI Student

Student Name	Dates Served the TRI by Laura	Number of E-mails Concerning the Given Student	Number of Videos Featuring or Discussing the Given Student	Number of Lines of Instant Message Texts Exchanged Concerning the Given Student	Beginning TRI Level of Reading/ Word Work	Ending TRI Level of Reading/ Word Work
Eli	November 3, 2008 – November 19, 2008	6	5	0	Blue	Purple
Caleb	December 8, 2008- December 17, 2008	3	1	0	Blue	Green
Drew	First Served: January 8, 2009- mid-January (prior to January 21, 2009) Served Again: January 28, 2009- February 18, 2009	5	4	0	Blue	Purple
Troy	January 21, 2009-April 1, 2009	14	9	53	Pink	Purple
Jisela	First Week of April, 2009- April 30, 2009	2	3	0	Pink	Purple

Some data collected did not speak to any of the students in particular. There were

meetings, especially during the beginning of the 2008 school year, that were not focused on

individual students. TRI Weekly Team Meetings, e-mails and Instant messages served other

purposes. Some of these data were still useful in answering the research question, but again, are not included in Table 2 because they do not relate to the TRI students directly.

The two interviews were conducted over the phone: one in August 2008 and the other in May 2009. These interviews were guided by an interview protocol (see Appendix F). The interviews were based on an interview protocol that did not directly address the scope of this particular study, which is why they served as a secondary data source. The first interview was especially helpful though in aiding my creation of a portrait of Laura prior to her implementation of the TRI.

A survey completed by Laura during her time at the TRI Summer Institute called, "Your Thoughts on Teaching" provided insights on beliefs held by Laura before implementing any of the new practices (see Appendix G). Laura completed this same survey at the beginning of the 2009-2010 school year as well. Comparing Laura's thoughts on survey items before and after the new practices provided additional evidence of teacher change.

Coding and Analyses

Transcriptions of the interviews, textual data and the videos were uploaded to Atlas.ti (version 5.2), a data management software program. This program acted as an organizational tool as data were coded and reduced. While Atlas.ti was helpful in the very beginning stages of my analysis, most of the coding was done manually. Data analyses took place in two distinct phases: *within-case* analysis and *cross-case* analysis.

Within-case Analysis

Within each individual case study, data were coded using *a priori* coding and open coding (see Figure 4). *A priori* coding included the way the *teacher participant made use of*

the five affordances of the TRI I selected for this investigation. It was necessary to code specifically for how each affordance was being used by Laura in order to determine the ways each may have been supporting actions leading to change. The affordance of One-on-One Format was coded a bit differently than the other four. I chose to code for the benefits Laura was drawing from the One-on-One Format rather than investigating her use of the format. I chose to do so because as I collected data I viewed the One-on-One Format as a space where other affordances could be used to a variety of potentials. If I coded for Laura's use of this affordance, I assumed I would repeatedly be coding for Laura using the One-on-One Format as a space to explore other affordances. By coding for the benefits of this affordance I felt I could uncover more complexity in the One-on-One Format as a support. It would reveal not just how Laura used another affordance during the One-on-One Format, but how using that other affordance during the One-on-One Format possibly created a unique dynamic.
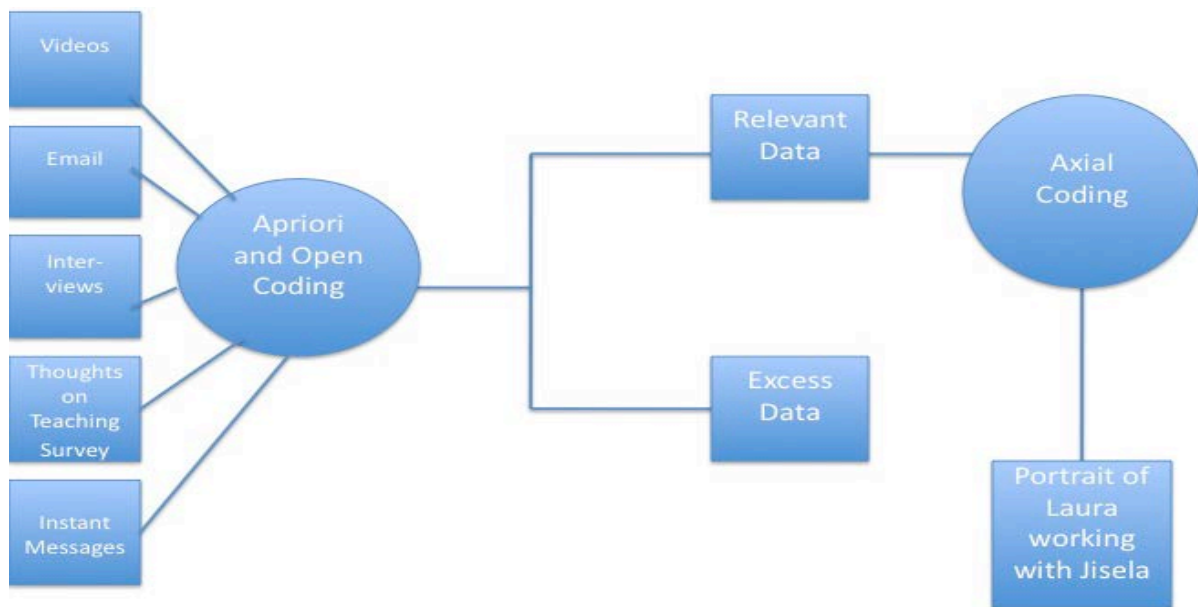
Figure 4. Within-case analysis procedure.

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The five a priori codes were:

1. **Laura's use of the TRI Weekly Meeting**

2. **Laura's use of Coaching**

3. **Laura's use of Technology**

4. **Laura's Benefits of the One-on-One Format**

5. **TRI Reading Strategies**

Identifying how Laura was using each of the affordances with individual students allowed for a foundation of investigating the factors influencing her differing uses across time and students. I did not code specifically for the domains of Guskey's (1986) change model. While I used his model as a rationale for expected change, I wanted to leave my coding and therefore analysis open to a path of teacher change that was specific to the TRI and sensitive to the many affordances of this modern intervention.

In contrast to *a priori* coding, open coding allowed for other salient features of the data that reflected areas of change to emerge. Open coding is the process by which the researcher examines the data and assigns a code to evidence supporting questions such as, "What is going on here . . . How does context influence what is going on here?" (Charmaz, 2006, p. 507). Typically, open codes begin as a broad concept, such as *poverty*, and categories within that concept are then also coded such as (*teacher')s thoughts about (a student's) home life*. Examples of open codes and categories assigned within those codes that were helpful in my analysis were: district support (reluctant, school biases, responsive), administrative support (positive, indifferent), and family life (teacher's thoughts about, support for reading). Open coding allowed me to discover the thoughts and actions that influenced Laura's use of TRI affordances. This beginning stage of coding was inductive. By

this I mean I identified information existing in the data (Merriam, 1998), but had not yet fully interpreted data.

This coding process acted as a method of data reduction as well as beginning analysis. Reduction of data occurred when particular data did not fit existing codes, yet did not warrant a new code. An example of data reduction occurred when video segments featuring participating teachers other than Laura spoke in ways that did not engage Laura in conversation or relate to her students. Another example of data being reduced might be e-mails containing only dialogue about scheduling.

Once the *a priori* and open coding was complete, axial coding took place. Axial coding is a method of connecting codes to form more deductive or interpretive codes (Charmaz, 2006). The axial codes were used to create seven in-depth portraits of Laura. Axial codes were informed using field notes, memos and the inductive codes (*a priori* and open). Axial coding allowed me to see the *relationship* among my concepts and categories named during open coding. Examples of some of the axial codes that were created include: seeker of challenging tasks, protector of coworkers, defender of research, seeker of technological skills, macro-motivation, micro-motivation, interloper at work, member at work, member of a professional community and perception of readiness for reading.

For example, I arrived at an axial code by reading and rereading the data under each of the *a priori* and open codes. In doing so, I noted these data suggested a pattern that dictated when Laura would decide to involve the family of her students in a way that would support in-school reading instruction. Specifically, I observed that Laura involved a child's family when she knew the family was not living in poverty and the child had attended preschool and kindergarten. Examples of involving a family included contacting the family

to bring materials needed for instruction to school and/or expecting that parents would assist the student with reading homework. I also observed her decision *not* to involve the child's family when the child lived in poverty and did not have preschool or kindergarten experience. Examples of *not* seeking parent involvement include Laura's decision to not contact a family to bring needed materials to school and not expecting some students to receive parental assistance with homework. The identification of this link called for a new kind of code; a code that would connect the categories of *thoughts about a student's preparedness for school* and the *teacher's thoughts on (child's) family life* named during open coding. This new kind of code was an axial code that I named *perception of readiness.* This code was named as such as I analyzed Laura's actions to be based on her belief that a child who lived in poverty and did not attend preschool or kindergarten could not be expected to have a home life supportive of reading and therefore was not ready for the reading expectations at school. This new code allowed me to examine how Laura's perception of student readiness drove other decisions she made in her instruction of reading. Codes created for one portrait may provide an insight about a previous portrait. In this case, I would revisit the previous portrait in light of the new code for further analysis. The constant comparison of one portrait against others deepened and strengthened the analysis (Glaser, 1969).

As per the design of the first phase of analysis, I used the data, now coded axially, to compose a portrait of Laura for each of seven given time points. These portraits represented Laura at seven time points of the year that she was a participant in the TRI. Based on the rhythm of the intervention, these time points were selected as natural entry points into the data and into understanding changes in Laura as a teacher. The first of these portraits was

created with data collected prior to actual TRI implementation. Some of the *a priori* coding did not apply to this portrait. The 2nd-6th portraits represented Laura as she worked individually with each of her five TRI students. The seventh portrait was created using data collected after Laura's work with her students was completed. As demonstrated earlier in Table 2, the order in which Laura served her TRI students was: Eli, Caleb, Drew, Troy, and Jisela. Appendix H contains the codes used for each portrait.

Cross-case Analysis

A cross case analysis was employed to allow me to see change in Laura over time (see Figure 5). This second phase of analysis made use of the seven portraits, with each portrait representing a "case." I examined codes *across* the seven portraits that were unique in their code-names to the portraits, but spoke to the same construct, to search for qualitative changes. Examples of codes during this phase include: change in use of coaching due to student success, change in use of technology due to student emotional need, change in benefit of One-on-One format due to student instructional need, change in acceptance by coworkers and change in use of technology due to need to fulfill micro-vision.

To illustrate how the cross-case analysis occurred, I will demonstrate some of the steps I took to arrive at one key thematic finding. The thematic finding, "From Interloper to Colleague" documented Laura's change from being an outsider at Smithfield to feeling an accepted and respected staff member. For example, evidence of Laura's acceptance at Smithfield was documented in Portraits 1, 2 and 7. In Portrait 1, data addressing Laura's acceptance were characterized and coded as *interloper at work*. In Portrait 2, data addressing Laura's acceptance was characterized and coded as *protector of coworkers*. In Portrait 7, data addressing Laura's acceptance was characterized and coded as *member at work*.

Cross-Case Analysis

Figure 5. Cross-case analysis procedure.

Clearly, Laura's acceptance at Smithfield underwent changes. I looked across the portraits for milestones in the change and assigned a code describing the path of change such as *From Interloper to Colleague*. I examined the data in each of these portraits to identify the way in which TRI affordances were supportive of the creation of each code. Portrait 1 served as a benchmark of Laura's acceptance as it spoke to her experience prior to implementation of the TRI. Portraits 2 and 7 provided evidence of Laura's use of the TRI affordances of mainly the TRI Weekly Meetings and Technology to bring about change. Laura used these affordances to morph from resigning herself as an outsider at her workplace, to a placing herself in a role of protecting and advocating for her coworkers during TRI Weekly Meetings, to finally viewing and describing herself as a colleague at Smithfield. Laura used the TRI Weekly Meetings as an opportunity to fill a role that was appreciated by her

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coworkers. The affordance of Technology enabled the TRI Weekly Meetings to take place, giving it a mediating role in Laura's change from *From Interloper to Colleague*. The axial code, *From Interloper to Colleague,* then served as part of the title for a thematic finding. The other part of the title made use of salient quotes captured within the data pertaining to the thematic finding. Appendix I contains the codes used for the cross-case analysis.

This thorough combination of coding *within* portraits, then *across* portraits was suited toward "understanding individuals and situations" over time (Maxwell, 2004, p. 99). This kind of understanding necessary to answering my particular research question.

Trustworthiness

Several verification procedures were used to ensure trustworthiness in this study. These procedures included: prolonged engagement, triangulation, peer debriefing, member checking, thick description and external auditing (Creswell, 1998, as cited in Glesne, 2006).

Because I have spent a full year engaged in my work with Laura prior to this study, I have had sufficient time to participate in conversations and professional development activities with Laura that have allowed us to develop a mutual trust. This *prolonged engagement* has also allowed me to understand more about Laura's history prior to her involvement in the TRI and to get to know the culture in which this study is situated. I used my multiple data sources (video recordings, written electronic communication, surveys and interviews) to *triangulate* the findings. This kind of verification procedure allowed me to identify evidence of the same phenomena in more than one data source to strengthen my findings. I made use of *peer debriefing* to regularly reflect on emerging ideas in the process of data analysis. Another TRI researcher serving as the director filled this role. *Member checking* was an aspect to trustworthiness that I much enjoyed in the

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data analysis process. When I originally asked Laura if she would be the teacher participant for my case study, she enthusiastically responded, "We will make a powerful team!" I greatly appreciated her honesty and input into my interpretations during this journey. Member checking consisted of four e-mail exchanges with Laura. In cases where the data did not provide the evidence I needed to make a particular claim, I sent Laura an e-mail asking her if she could provide additional details from her memories of that school year. For example, videos and e-mails depicted Laura's interest in using a particular technological application (iMovie) to support implementation of the TRI. This application was not one named by the TRI team as necessary for facilitating the intervention. It was an application allowing her to video record herself implementing the TRI at times when she was not being observed. My data did not provide any indication of *why* Laura held such an interest. I had my hypotheses, but did not want to speculate. I thought Laura was learning the application to critique her own work or to share the video with the on-site consultant for feedback. I e-mailed Laura and directly asked her to explain her motivation (March 15, 2011). Laura's response verified the latter of my hypotheses.

Finally, *thick description* of events along with participant quotes supported my claims. There is greater description among the individual portraits than there is in the cross-case analysis, but I believe description in both analyses allow the readers of this dissertation to "enter the research context" (Glesne, 2006, p. 38).

CHAPTER 4

RESULTS

Teacher change was observed both within individual portraits as well as across portraits. In order to provide the flavor of and findings for the seven individual portraits as well as the cross-case analysis, I have organized this chapter into two sections. **Section One** contains heavily edited, very brief synopses of the seven individual portraits. *See Appendix H for the Codes Pertaining to the Within-Case Analysis (portraits).* **Section Two** is the cross case analysis, organized by thematic findings. *See Appendix I for the Codes Pertaining to the Cross-case Analysis.*

Section One: Portraits of Laura and her TRI Students

I have included brief summaries of Portraits 1 through 7 to give a broad overview of the individual cases. I chose *not* to include the individual portraits in their entirety in this chapter because of their great length as well as to avoid redundancy in the presentation of findings and selection of quotes in the cross-case analysis (Section Three of this chapter). The complete portraits are included in Appendices K-Q for readers' reference and/or interest.

The First Portrait: Before Implementation

Laura was a first grade teacher with a long history of achievements in the field of education. She challenged herself in her professional endeavors, purposely taking the more difficult paths and tasks available. Laura has lived in numerous states across the United States earning degrees and certifications, changing communities by opening alternative

schools, earning tenure as a full professor and publishing her research. Laura's husband was offered an administrative position at a university in Nebraska, which was the reason for her latest relocation. She left her position in Georgia as a program designer for push-in models serving students during reading instruction to join her husband in their new state. Laura accepted a position teaching kindergarten at Smithfield, a school serving mostly low-income families. Laura did not specify why she chose to teach kindergarten at that point in her career. Laura expressed a desire to educate children who were marginalized though and that may be her reason for taking the position. She felt many of the children at Smithfield were indeed marginalized and wanted to provide them with excellent instruction.

Laura found herself feeling marginalized as well once she took this position. Laura's vast education and experiences intimidated some of her coworkers, leaving Laura without professional relationships she so desired. She perceived herself to be in the periphery of school happenings. She reported not wanting to voice her opinion about policies and procedures she disagreed with for fear of further rejection by coworkers.

Laura loved teaching all subjects and did not like having students receiving extra instructional support removed from her class to be served by specialists. Laura felt students should not be making so many moves, having so many teachers. She wanted consistency for her students and felt the "pull-out" model impeded her effectiveness as a teacher to all of her students. Besides having students pulled from her class, Laura cited a few other problems she found to be obstacles in her ability to teach effectively. Laura identified academic un-readiness, health, nutrition, family life, and children with special learning needs to be such obstacles. While she perceived obstacles, she also viewed herself as a professional who could

help children improve greatly in their academics. She also felt adept at supporting families' efforts to help children succeed at school.

Laura was welcoming and responsive to the communications from the TRI team. She felt the TRI was an opportunity to have a professional community. She especially liked the idea of serving students in her class with extra reading support. Laura entered the TRI enthusiastically and with high hopes, expectations really, of improving student achievement in reading.

The Second Portrait: Laura's Work with Eli

Laura's work with Eli was preceded by a rocky start to implementation at Smithfield. This rocky start spanned the dates of September 8, 2008-October 29, 2008. Laura and some of the other teachers at Smithfield experienced difficulties connecting with me via iChat. Laura emerged as a leader at Smithfield among the participating teachers as a result of these connection failures. She used e-mail and the time during TRI Weekly Meetings to speak on behalf of all Smithfield teachers, relaying their frustration with connection failures to me. Laura exercised her new position as leader to raise concerns about assessments and classroom management to me as well.

Although I initially could not observe Laura's work with Eli because of the connection problem, I was able to communicate with her via e-mail and the TRI Weekly Meetings. These communications allowed me to learn about her perspectives on the intervention strategies and Eli's progress. For example, Laura reported feeling guilty about spending One-on-One time with Eli as this time took her away from other students in the class. As well, I gained insight into Laura's sense of competition with Pleasant View, another elementary school in the district where I served as a coach. Pleasant View was able to

connect with me via iChat. Laura believed Pleasant View received better technological assistance from their district than Smithfield.

Laura established connection via iChat with me on November 3, 2008. Connectivity problems persisted in the form of lack of visual clarity on the screen and frequent disconnections, requiring reconnection calls. These problems provoked further frustration in Laura concerning technology. In spite of the ongoing technological challenges, my observations of Laura's work with Eli began as soon as the connection was established. These observations took place between the dates of November 3, 2008 and November 19, 2008. Data documenting Laura's work with Eli consisted of two videos of TRI reading sessions, one video of a TRI Weekly Meeting and six e-mails. After just a few sessions with Eli, Laura no longer felt guilty about spending One-on-One time with Eli as she witnessed his quick progress in reading. She initially predicted Eli would be a student who would make fast progress and perceived him to need the least amount of reading support of her five TRI students.

Laura engaged in personal and professional conversations with me about Eli. She seemed more willing to engage in conversations about Eli that were diagnostic in nature after she sensed I knew both she and Eli personally. Laura's understanding of the Diagnostic Model and principles of the TRI became evident. She identified Eli's most pressing need to be the knowledge of more advanced phonics. The Green Level of the TRI contained reading strategies targeted at this very need. Although the Green Level had not yet been introduced to teachers, Laura took the initiative to learn the associated TRI Reading Strategies to be able to provide an instructional match for Eli.

The One-on-One time Laura spent with Eli was conducive to facilitating a warmer student/teacher relationship. Laura spoke notably more positively about Eli during the TRI Weekly Meetings than she had prior to working One-on-One with him. She was more verbally encouraging to Eli during reading sessions and viewed Eli's responses as information to guide her instruction.

The Third Portrait: Laura's Work with Caleb

Laura began working with Caleb in the first week of December, 2008. She first discussed Caleb in the TRI Weekly Team Meeting before I observed her One-on-One session with him. I observed one reading session with Laura and Caleb. There were three e-mails exchanged concerning Caleb and the session. Laura's work with Caleb extended into the middle of December.

Laura viewed Caleb as the student seventh most in need of reading support in her class. She did not predict fast progress for Caleb as she had for Eli. Although Laura did not indicate on the TRI Screener that Caleb was challenging, she did describe certain behaviors Caleb exhibited that could be interpreted as challenging. Such behaviors included distracting his classmates and destroying their written schoolwork. Laura attributed some of Caleb's difficulties in school to problems in his family and poverty.

Smithfield was not quite up to full implementation of the intervention at the time Laura began her work with Caleb. Laura was conducting complete TRI Sessions, meeting as scheduled with her coworkers for the TRI Weekly Meetings and conversing about her practice with me. However, she was not yet receiving coaching on-site from Jennifer. Jennifer had difficulties observing Laura working with her TRI students in TRI sessions due to scheduling. Laura was driven to have Smithfield at full implementation, as she knew

Pleasant View was at full implementation. Laura sought technological solutions to Jennifer's scheduling problems. She recorded her reading sessions using her TRI-provided Macbook. She also edited the videos and used a microphone during recording to capture Caleb's very quiet voice.

Laura demonstrated proficiency in many of the TRI Reading Strategies. She also demonstrated a misconception about one strategy in particular, *Change One Sound*. In trying to work through Laura's misconception about *Change One Sound*, I coached via e-mail and during the TRI Weekly Meeting. Laura's responses to my coaching demonstrated her discomfort with discussing her practice critically at that point in time win the company of her coworkers.

Laura's work with Caleb in the One-on-One reading sessions showed the power that format had in making a difference for Caleb beyond the time allotted for the reading session. Laura reported an end to Caleb's disruptive and destructive behaviors in the greater class setting. Laura demonstrated, too, that the time spent in the One-on-One sessions was conducive to her own learning as a teacher of reading.

The Fourth Portrait: Laura's Work with Drew

Laura began working with Drew in the beginning of January, 2009. I observed Laura working with Drew once. She reported having worked with him one time before I observed. She discussed her work with Drew in two TRI Weekly Meetings. I exchanged four e-mails with Laura about her work with Drew, which extended until January 28, 2009.

Laura's greatest concern for Drew was his difficulties in decoding words. She ranked Drew as being the student second most in need of reading support in her class, however she

felt he would make fast progress. Laura indicated Drew was not a child living in poverty and did not perceive his home life to be a factor in his reading struggles.

Laura was demonstrating proficiency with the technological applications needed for fully participating in the TRI. She even demonstrated additional use of the applications as a preference of means for communication. Laura used iChat to call me at unscheduled times to ask questions or update me on her students.

Laura's understanding of the principles underlying the TRI Reading Strategies became clear during her work with Drew. At times, the principles supporting the lessons of the district mandated basal clashed with those of the TRI. In these instances, Laura fulfilled her obligation to teach the basal-dictated concept, but did so in a way that demonstrated a deep understanding of the reading models presented by the TRI. Laura's conversations with me, concerning her practice, was a context where these very understandings were growing.

The TRI Weekly Meetings provided Laura with a means for informing me of happenings at Smithfield. Many of these happenings did not impact the implementation of the TRI. I analyzed Laura's sharing of this information with me as her way of having me know the school better. Just as she wanted me to know her personally, she wanted me to know more about Smithfield. My knowledge of the students, the teachers and the greater context at Smithfield was obviously important to Laura. Her sharing of information strengthened our working relationship.

Laura was continuing to work with Eli and Caleb while she was serving Drew. She was not providing complete TRI sessions for Eli and Caleb; rather she was nurturing the bond in place that formed during her more intense work with each of them. She felt her

continued support for each child individually provided them with the motivation needed for their continued success.

The Fifth Portrait: Laura's Work with Troy

Laura began working with Troy in the last week of January 2009. I observed Laura working with Troy seven times during the time span of February 2, 2009 through April 1, 2009. Laura discussed Troy during two TRI Weekly Meetings. Laura and I exchanged 14 e-mails and 53 lines of instant messaging concerning her work with Troy. Most salient among the findings in this portrait was Troy's unexpected emotional needs prompting Laura to use the TRI affordances of Coaching, Technology and Reading Strategies in creative ways.

Before implementation of the TRI began, Laura identified Troy as the student in her class struggling the most in reading. Laura cited Troy's tumultuous home life as a reason for his difficulty in learning to read. Laura spoke extensively about Troy's life outside of school when responding to my coaching feedback e-mails. Laura's deep concern for Troy prompted her to use the TRI affordances in creative ways; ways other than necessarily intended.

Laura revealed a feeling of triumph in mastering the necessary technology needed for full participation in the TRI. Even more specifically, she felt triumphant that Smithfield was demonstrating the technological competence found at Pleasant View. The technology failed a few times for Laura during her work with Troy; however, she was not flustered by these glitches. Instead, Laura used the glitches as opportunities to interact with Troy, building a stronger teacher/student relationship with him. Laura displayed confidence as a user of technology and demonstrated appropriation by using the technology in this other-than-intended way to suit her immediate needs.

Laura implemented TRI Reading Strategies during One-on-One sessions with Troy. She used the strategies as a way to provide both instructional and emotional support. When Troy's descriptions of moving, dangers and fears in his life outside of school pulled his focus from the reading lesson, Laura used the TRI Reading Strategies as basis for providing Troy with praise. She explained persevering with the lessons in the midst of Troy's great emotional needs as her way of respecting him by providing instruction and reserving feelings of pity.

Laura used my iChat presence in the sessions in much the same way she used the affordances of Technology and TRI Reading Strategies in providing support to Troy. My role as a coach did not typically take the form of a direct resource to the TRI students. My role was one that served the students by coaching their teachers. However, Laura revalued my role when she felt Troy needed more encouragement. She invited me to join the reading session in a new way, giving Troy more resources for feedback and nurturing.

Laura's perceptions of Troy and Drew changed. Troy was the only student Laura identified as "challenging" on the TRI Screener early in the school year. After working with Troy she compared his growth and classroom behaviors with those of Drew. Laura came to perceive Drew to be her more challenging student. Also, while Drew was a student Laura initially predicted would make fast progress, she felt Drew needed to be served the TRI again after having exited him. Laura's change of perceptions about the nature and needs of her students may have been because of her newly learned diagnostic way of considering them.

The Sixth Portrait: Laura's Work with Jisela

Laura began working with Jisela the first week of April 2009 and continued through April 30, 2009. I observed Laura work with Jisela one time. She discussed Jisela in two TRI

Weekly Meetings. Laura ranked Jisela as the eighth student most in need of reading support in her class on the TRI Screener. She did not predict Jisela would make fast progress. Laura wanted to work One-on-One with Jisela earlier in the year, but doing so would have meant exiting Troy. Laura's schedule did not permit two full TRI sessions per day to accommodate both Troy and Jisela. Laura felt Troy's reading needs, while he was making excellent progress, were still much greater than Jisela's. Thus, Jisela's TRI sessions began late in the school year.

Laura diagnosed Jisela's most pressing needs in reading to be the recognition of sight words and practice with advanced phonics. Laura created Pocket Phrases for Jisela containing both sight words and words requiring advanced phonics knowledge. Pocket Phrases are phrases written on index cards containing high frequency (sight) words such as "She and I." Students are asked to keep the cards in their pocket so they may practice them at convenient times. Although the TRI handbook provided teachers with a list of possible Pocket Phrases to create, Laura created her own to suit Jisela's specific needs.

Laura demonstrated diagnostic thinking across students during her work with Jisela. Laura had become so adept at considering students individually such that even when she was no longer conducting TRI sessions with a particular student, she was still considering the student in a diagnostic manner. When asked about Jisela's progress, Laura responded with a report of progress for each of her five TRI students. The idea of diagnostic thinking carried over into Laura's work in the greater class setting.

Laura assumed her leadership role during the TRI Weekly Meetings during her work with Jisela as she had earlier in the school year before full implementation of the TRI was underway. Laura also discussed her diagnostic decisions in the company of her coworkers

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and requested my opinion of her decisions. She requested additional observations beyond what was required for her participation in the TRI. She wanted me to end the school year with a full picture of each child's growth and arranged for me to observe each of the five TRI students one last time. While the other TRI teachers were not making similar requests, Laura felt comfortable doing so in their presence.

The Seventh Portrait: After One Year of TRI Implementation

Laura was a dedicated first grade teacher. Her participation in the TRI continued voluntarily, even after iChat sessions ended and all TRI students had been served. Laura followed through with the scheduled appointments of each of her five students returning to iChat to read to me one last time before school ended for the year.

Laura ended the school year feeling she could provide alternative explanations for concepts she presented in class when necessary and implement a variety of assessments and strategies for reading. She believed she could motivate students and help students with disruptive behaviors. Laura did not perceive the family lives of her students posed problems in her ability to teach effectively at school. She did not think students considered *unready* academically or socially were an obstacle in her effectiveness either.

Laura ended the school year with a sense of belonging at Smithfield. She attributed the change from feeling like an outsider to feeling accepted at Smithfield to her involvement in the TRI. Laura expressed that she felt the opportunity to travel with her coworkers to Chapel Hill, NC for the TRI Summer Institute fostered a friendship. Becoming friends allowed the development of a professional relationship upon return to Nebraska. She also ended the school year considering the progress of her students in light of research she read. Laura knew from her reading that long-term support would be necessary for the students to

continue their impressive progress. For this reason, Laura wanted her district to commit to a second year of participation in the TRI. She wanted the intervention to extend into second grade where her students could receive another year of TRI support.

Section Two: Cross Case Analysis

In this section I provide a brief overview of the types of changes Laura made. Following the overview I offer an expanded explanation and analysis of Laura's changes. This expanded explanation contains great detail and highlights the ways in which TRI affordances were supportive of Laura's changes.

Brief Overview of Laura's Changes

Initially Laura eagerly anticipated the start of a new school year because she felt excitement about what she might learn by participating in the TRI. She felt like an outsider at Smithfield because of her differing views and perceived her extensive experience in education to be a hindrance in her acceptance as a colleague. Laura was disappointed by technological setbacks and believed Pleasant View, a close-by TRI-participating school, to be favored by central office technology support. Laura perceived Pleasant View to be favored because it served a population wealthier than that of Smithfield. As Laura began working with her TRI students one at a time and discussing her practice with me changes were soon observed. The first of these changes was her belief about the fairness of giving One-on-One attention to the TRI students. As the school year progressed, Laura changed also in her belief about practices, student needs and feeling of belonging within her school. She transformed from being nervous about technology to embracing technology. While this technology finding may not seem as salient as others, Laura's willing use of new technology allowed her to solve TRI related problems and to mediate the program delivery. Indeed it was the

affordance of technology that allowed for all of the other findings to be documented, hence its inclusion in my analysis. The following will elaborate on this brief overview to display how these changes occurred and how the TRI affordances were supportive.

Expanded Explanations of Laura's Changes

Laura's changes can be seen in two broad categories, ***Changes Spurred by a Quest for Community*** and ***Changes Spurred from Unexpected Student Responses***. These two categories comprise the two main sections of this chapter. Within each category are three *in vivo*-identified themes capturing the nature of specific changes and an explanation of how those changes were supported by TRI affordances for a **total of six changes**. These changes are:

I. ***Changes Spurred by a Quest for Community***

- ***Change #1****. Membership in a Community of Technology Users: From a "Class in the Basement" to Front of the Class.*

- ***Change #2****. Laura's Acceptance as a Coworker at Smithfield: From "Interloper" to Colleague.*

- ***Change #3****. Membership in a Professional Community: From Doing the "Expedient Thing" to Doing the "Right Thing."*

II. ***Changes Spurred from Unexpected Student Response***

- ***Change #4.*** *Believer in the Benefit of One-on-One Instruction: From "Feeling a Little Bit Guilty" to "Wanting Them to Have That."*

- ***Change #5.*** *Believer in Individually Considering Students: From Thinking "Challenging" to Thinking Diagnostically.*

- ***Change #6.*** *Believer in Instruction Without Conditions: From "Not Ready" to*

  "Not a Problem."

Please note direct written quotes have been presented completely intact. Original spelling,

wording and spacing have been included as these characteristics may provide the reader

with an essence of the person being quoted that may otherwise be lost with grammatical

corrections made by me. As well, I have chosen to include fairly long sections of quotes

rather than to provide only the most salient aspects in order to provide a greater context for

those salient aspects. These lengthy quotes privilege the voices of Laura and her student in

the analysis. The narrative structure allows for contextualization of quotes and for change

over time to be illuminated.

Changes Spurred by Laura's Quest for Community

Laura, supported by the affordances of the TRI, underwent several changes as she

sought a professional community. In short, Laura began her work with the TRI wanting to

find a professional community within Smithfield and ended her school year having found it.

Laura actually found two professional communities. Laura expressed needing two functions

of a professional community: (a) acceptance by her coworkers, and (b) opportunities for

professional reflection specific to her practices (interview, August 8, 2008). She found both

of these functions, though they did not exist as two characteristics of one group. Rather, she

found collegiality at Smithfield with her coworkers by the end of the school year where she

had not experienced it for the two years prior to her participation in the TRI. She did not find

the deep discussion of practice, though, with her coworkers by the end of the school year.

Although the Smithfield teachers met regularly for the TRI Weekly Meeting, the personal

reflection of practice among the teachers did not fully develop in the way Laura desired. She

found the professional reflection opportunities in a small community of just her and myself. In addition to these communities, Laura became a member of a wider societal community, one of technology users. The affordance of technology was key in her successful journey towards acceptance at Smithfield and membership in a professional community focused on practice. For this reason, I will discuss Laura's membership in the community of technology users first.

Change #1—Membership in a community of technology users: From a "class in the basement" to front of the class. Laura began the 2008/2009 school year feeling nervous about the technology skills she would need to fully participate in the TRI. However, she ended the year excited about using technology and feeling competent in its use. In Laura's Quest for Community she hoped to find through implementation of the TRI, she became a member in the "iChat world."

Laura's initial nervousness seemed to be born of a lack previous experience, rather than insecurity about being able to learn the necessary technology. Laura stated, "I didn't grow up with My Face" when asked by the TRI team if she felt comfortable with the applications of iChatting and e-mailing (interview, August 8, 2008). Although she expressed some hesitancy about new applications, her attitude was one of expecting she would learn what she needed fairly easily (L. Pendergast, interview, August 8, 2008).

Technology caused frustration. Learning the new technology was not as easy as Laura thought/ hoped. Technological difficulties abounded in the initial attempts to connect via iChat from her computer in Nebraska to my computer in North Carolina. Obstacles in connectivity at the school and district level triggered Laura's feelings of discouragement and frustration. The problems were due to a filter on the internet at the school sites and confusion

with setting up the iChat accounts. These difficulties delayed the iChat observations of reading sessions at Smithfield, but did not hinder the TRI Weekly Meetings via iChat as we used the computer of another participating teacher to connect. This was the only computer at Smithfield that would connect. In fact, Laura used the context of the TRI Weekly Meeting to speak for the Smithfield teachers about the abundance of technological problems. Laura summed up the experience of the Smithfield teachers thus far as making them feel as though they were a "class in the basement." This metaphor indeed expressed the feelings of being foiled and forgotten about in terms of use of technology and district support for fixing the problems. Laura's initiative in verbalizing the frustrations of the group was the beginning of her creation of a role as a leader and colleague at Smithfield. These roles are further discussed in the following section, *From Interloper to Colleague*.

Laura used technology skills she already possessed (e-mail) to convey problems and frustrations she was experiencing with the new technology (iChat). For example, I asked the teachers at both experimental sites I was coaching to practice using iChat by calling one another and/or me on their laptops. I thought this practice would be a good opportunity to learn iChat, thus lessening the chance of a disrupted reading session due to technology once the reading sessions that I would be observing began. Laura's experiences practicing with iChat prior to the first observation with me were mostly sources of frustration for her. These feelings were illustrated when Laura told me, "I'm still uncertain about the actual chatting. When we (she and her colleagues) tried, we had network issues" (e-mail, September 30, 2008). And, "Everytime I have been online before (to practice iChat with other teachers), no one else was" (e-mail, October 13, 2008).

Repeated attempts to learn technology coupled with knowledge of teachers' success

at sister schools, left Laura feeling frustrated and inept. Laura's frustration stemmed

specifically from the fact that she felt left to figure the technology out mostly by herself. Her

failed attempts along with the fact that other schools were not experiencing the same kind of

problems had Laura feeling like she needed help. This was made apparent when Laura told

me:

> It would feel like such a huge break through if I could call you or you could call me
> one time. Then I would know I am not like, need to be identified for special services.
> Sue (another TRI teacher) and I have been troubleshooting everything and
> troubleshooting everything is outside of my ability. And see what's unfortunate is, we
> just sat down when we got the paperwork (directions for using iChat) and tried
> 14,000 times to work it through. That's when we found out that there was a filter.
> Then we found out the pop-up box was checked, and now we found out that there's a
> problem adding buddies and it's just, then we hear that other schools are having no
> problems at all. So then it really makes us feel like we're in a class in a basement. (L.
> Pendergast, iChat, October 15, 2008)

Adding to Laura's frustration concerning technology was the lack of urgency

demonstrated by the on-site Director of Technology provided by the school district (e-mail,

September 9, 2008; e-mail, September 10, 2008; e-mail, October 13, 2008). Laura felt

Smithfield was receiving less access to support than higher achieving schools within the

district. She kept in contact with teachers from other schools and perceived her school to be

less informed about technology and support plans. For instance, Laura told me, "Grace (a

TRI teacher from Pleasant View) told me that the Director of Technology was at (her school)

today helping them with overrides and keeping popup windows open. She said that he was

coming to Smithfield too. But, no one here has said/knows that" (e-mail, October 13, 2008).

Finally connected. Laura sought assistance from TRI Staff, her husband and the

district technology specialist to help the Smithfield teachers work through their technological

problems (interview, May 15, 2009). With a combined effort from these sources, Laura and I were able to connect via iChat on November 3, 2008.

The connection success did not immediately undo the frustrations of the preceding months. During this first connection on November 3, I observed Laura working with her first TRI student, Eli. Three instances during the first reading session led me to conceive of Laura's view of iChat reading sessions thus far as interruptive. First, Laura did not introduce me to Eli and did not greet me. She simply said, "Alright?" in an annoyed tone when I answered the call and began immediately with the reading session. Second, halfway through Laura and Eli's session iChat unexpectedly quit and I had to reestablish the connection by calling Laura. Laura answered the call and verbally cut me off as I re-greeted the dyad. And third, Laura sighed and held a pinched-face when there were some dolphin-like noises created by the audio feedback between our two computers (iChat, November 3, 2008).

Technology-seeking. Implementation at Smithfield was not yet considered full in November even though we were conducting TRI Weekly Meetings and I was observing TRI Reading Sessions of the Smithfield teachers with their students. Jennifer, the on-site coach, was not yet observing Smithfield teachers and providing feedback. Laura and the other Smithfield teachers were supposed to be receiving coaching from Jennifer, but scheduling problems were preventing this. Pleasant View's on-site coach was observing the TRI teachers there and providing feedback, meaning they were at full implementation.

Laura's desire to have Smithfield at the same level of implementation with the TRI as Pleasant View was the motivating force for her to seek technological solutions to ensure just that. Laura knew Pleasant View's on-site coach was using iMovie as a way to record teachers' sessions and watch them as it suited her schedule. While Laura expressed a lack of

confidence for the use of iMovie in September, she embraced the learning of it in a

competitive spirit the first week in December. She did not want to be "outdone by a high

resource school across town" (L. Pendergast, e-mail, March 15, 2011). Laura explained her

reasons for seeking to learn iMovie on her own:

> I figured that if other people could do it (especially at high falutin Pleasant View), I could leqrn to do it, too (at lowly Smithfield). And it turned out to be easy. I didn't want to get left behind with technology and other new teaching tools just because they scared me. Everybody has to learn at some time - and I was going to, as well.

> Also, I believed so whole heartedly in what we could do with TRI and with its professional development that I wanted to really support the initiative in every way possible. (e-mail, March 15, 2011)

Laura's technology-seeking behavior was observed when she contacted a teacher

from Pleasant View Elementary who was using iMovie to ask for directions on usage. The

Pleasant View teacher's guidance along with Laura's own trial and error allowed her to

successfully record a session with Caleb, her second TRI student.

More evidence of Laura's technology-seeking behavior was noted in her reaction to

the viewing of her first video. Laura realized that much of the video was spent recording non-

instructional events such as waiting for the student to arrive, or arranging materials. Laura

did not wish to give Jennifer a lengthier video than necessary as it might make the iMovie

application unappealing. So, on her own, Laura sought to learn yet another application

available on her MacBook. A teacher at Pleasant View advised Laura that this application

could be used for sharing the movies, but Laura learned quickly this application could also be

used as a tool to edit recordings, making them shorter by cutting out unnecessary footage

(iChat, December 3, 2008).

Laura sought technology to solve a third problem related to Jennifer's ability to begin

providing coaching--the problem of Caleb (Laura's second TRI student) being inaudible on

the iMovie recording. Jennifer and Laura watched the first iMovie together afterschool on

December 2, 2008. They quickly noticed Caleb's soft speaking tone was going to hinder

Jennifer's ability to understand him, thus impeding the feedback. Laura wanted to locate a

microphone to attach to Caleb's collar so that Jennifer could accurately hear his reading.

Laura described the issue during the TRI Weekly Team Meeting:

> I'm going to get a . . . mic . . . that will fit into my computer so we can mic Caleb
> cause he's my new student and he talks (in a whisper) . . . We're gonna see if we can
> get him with a mic cause there's no way we're gonna get him with a camera   . . . I
> think it would be great because (Jennifer being able to hear the students on iMovie) is
> a problem. (iChat, December 3, 2008)

The efforts paid off. Laura's perseverance in straightening out technological

problems that impeded full-implementation paid off. Smithfield enjoyed consistent success in

the middle/later part of December and in the month of January with iChat connections and

video-recording TRI sessions. This success led Laura to use her newly learned applications at

times other than just those scheduled, as technology was no longer a frustration. Laura called

me via iChat twice during the month of January simply because she saw I was logged into

iChat (January 7, field notes, 2009). She preferred to ask me a scheduling question over

webcam in real-time rather than to e-mail me her question as she typically would have before

becoming so at ease with iChat. With continued success of connections, Laura began viewing

iChat as a more personal form of communication than e-mail.

Minor technological problems occurred intermittently through the months of

February, March and April. These problems did not frustrate Laura as by this time in the year

she experienced a great amount of success in teaching her students to read. She attributed the

success of her students to her own involvement in the TRI and saw technology as a necessary

tool mediating that very success. Evidence of this claim was apparent in her e-mail to me following several technological failures:

> For me, the real point is it (the use of technology needed to participate in the TRI) does it help kids. I have been a strong proponent for TRI since first learning about it. I just love it! I know my children have progressed so much more because I was involved in TRI. I learned a lot. (The TRI) really is not about the technology (though), is it? It's rather technology helps us meet our goals of better serving students. And, it has and it does! I see too many people enthralled with the technology possibilities but not connecting it back to student learning. TRI never did that. Thanks so much. (L. Pendergast, e-mail, March, 9, 2009)

While Smithfield experienced difficulties with technology at first, Laura now felt adept at using the necessary technology and saw it was supporting her greater goal of improving student achievement.

Membership. Finally, Laura viewed herself as a member of a community of capable technology users because of the success she experienced thus far in learning the technology necessary for implementation. In Laura's own words:

> I am so glad to have come into the ichat world! . . . There is a certain amount of trust involved. You guys thought it was possible. We said, "Okay, we'll give it a try." It's too bad we had the annoying obstacles we had at first. But, even so, we stayed with it. Other people can do it. So, doggone, so can we. Now it seems like second nature. And, I overcome my ineptitude with technology. (L. Pendergast, e-mail, March, 9, 2009)

Summary of Laura's change from a "class in the basement" to front of the class.
Laura changed from viewing herself as a lagging behind in knowledge of technology and implementation of the TRI to a seeing herself as a member of an "iChat world." The TRI affordances of Technology, TRI Weekly Meetings, TRI Reading Strategies, One-on-One Format and Coaching supported Laura in this transformation. The provision of technology by the TRI along with Laura's knowledge of the use of e-mail supported her learning of technical applications and her ability to convey problems being encountered. The TRI

Weekly Meetings were a platform for speaking for the Smithfield teachers. Also, the meetings were an opportunity to successfully connect. Although Laura did not make the connection, she still had the experience of being connected. Laura was initially frustrated that she was not able to connect with me and interact via iChat. Having Jennifer make the connection served as a scaffold for Laura. After Jennifer made the connection, Laura could participate in the group interaction via iChat. The TRI Reading Strategies, One-on-One Format and Coaching supported the success of Laura's students allowing her view of the use of technology to change. Specific evidence of the TRI Reading Strategies, One-on-One Format and Coaching as supportive of student success is presented in the second half of this chapter, *Changes Spurred from Unexpected Student Responses*.

Change #2—Laura's acceptance as a coworker at Smithfield: From "interloper" to colleague. Laura began the 2008-2009 school year at Smithfield feeling like an interloper and ended the year with positive working relationships and a role as a leader among the participating TRI teachers. Through Laura's Quest for Community, she claimed a space for herself as a person who belongs at Smithfield, not an outsider.

Laura came to Smithfield with a reputation for having a rich history of accomplishments in education preceding her. Laura has lived in numerous states across the country seeking opportunities to earn degrees and certifications, open schools, earn tenure as a full professor, publish in academic journals and change communities (interview, August 8, 2008). While these experiences and characteristics would seem to be desirable in a first grade teacher, Laura was not welcomed as a colleague at Smithfield. She was offered the teaching position that was sought by two other Smithfield employees before she, an outsider, was hired. Laura was the new person in a school where much of the faculty had been there for

large portions of their teaching careers. Because of the resentment of her hiring and the knowledge held by the other Smithfield employees of the students and families, Laura felt she "got every kid that somebody had a problem with" when her class roll was created (interview, August 8, 2008).

Laura spent her first two years at Smithfield highly aware of each move she made as she did not want to intimidate other faculty. However, she also did not want to hide the great successes in education she had accomplished—successes which necessarily informed her ideas for ways she saw students might be better served. She wanted to share her views, contribute to meetings and make changes in school policies she found to be inhibiting creativity and clearer vision of student successes and needs. Indeed, Laura felt she had to "sit on her hands" in meetings so as not to rock the boat too terribly much. Laura noted:

> It's (coping with school policies) very, uh, it's very challenging because sometimes you just have to sit and you have to be in meetings like I just had and you have to . . . [sighs] and sit on your hands. . . . I mean it's been three years, and I'm learning how to fit in. (L. Pendergast, interview, August 8, 2008)

Laura's accomplishments in the field of education were hidden in more ways than one though. Some of them she chose to keep quiet about to blend in with coworkers more harmoniously, but some accomplishments were simply invisible to the greater school system in which Smithfield is a part. Most noteworthy, Laura expressed her disappointment in being given just seven years teaching credit upon her hiring despite having taught for many more years (interview, August 8, 2008). Also, her National Board Certification was praise-neglected and completely unrecognized monetarily. Laura contrasted her National Board recognition in Georgia, where she lived when she earned it, with that of Nebraska. She felt this certification was not important to the other Smithfield teachers, lamenting, "it (National Board Certification) doesn't mean anything to people. And you can't go around (explaining

to) them (that)…it was so hard (to earn)" (interview, August 8, 2008). She reflected back on the stipend received in Georgia and stated, "in Nebraska I got nothing" (interview, August 8, 2008).

And so, Laura's accomplishments worked against her as a newcomer in a school and district where credentials were valued differently than she was accustomed. Laura sought to fit in by not questioning the norms of the school.

Laura as a friend. Laura did not have friendships with her coworkers prior to her participation in the TRI (interview, May 15, 2009). The affordance of the TRI Summer Institute supported Laura's transformation from feeling isolated at her school to having friends. The TRI Summer Institute was not one of the affordances I chose to examine for this study as it was not ongoing in nature. However, finding the institute had such a large impact made it necessary for inclusion in the analysis. Laura reported:

> My relationships have changed at Smithfield . . . due to the TRI opportunity. I felt isolated from the other teachers for my first couple of years at Smithfield. This is natural since k, 1, and 2 teachers had been there between 11 and 35 years. I wasn't too anxious to jump right into relationships myself, because I didn't know colleagues well enough to really trust much . . . I felt like an interloper—untrusted and untrusting of others. The opportunity to go to (North Carolina) with my colleagues turned out to be a great way to bond with Sue (especially), my co first grade teacher. Traveling together and having fun together turned us into buddies and we are much more trusting of each other. (Being involved in TRI has) exceeded my hopes for growing with my colleagues. (L. Pendergast, e-mail, August 29, 2009)

The affordance of the TRI Summer Institute supported new friendships and trust among Laura and her coworkers. The time, travelling and intensity of togetherness may have been conducive in Laura's agency when she took on roles that assumed professional relationships as well. These roles are discussed in the following sections.

Laura as a mediator. Prior to the technological problems getting resolved in November/December 2008, the TRI Weekly Meeting at Smithfield was mainly a time and

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place for Laura to speak on behalf of her coworkers about their unhappiness with the intervention's late start and other district problems. The teachers at Smithfield did not seem to want to voice the problems on their own. Laura stepped into the role.

Smithfield was at a disadvantage in getting started with full implementation not only because of technological difficulties, but because Jennifer, the on-site Reading Specialist that would act as an on-site consultant, did not attend the Summer Institute and had not yet learned about the TRI.

Due to the technical difficulties, along with Jennifer's need for further understanding of the TRI, Laura led the Smithfield teachers in the crafting of a letter to their principal explaining that they needed to delay the expectation of full implementation of the TRI (see Appendix H). While Laura was actively working toward speeding up the process of full-implementation at Smithfield in order to compete with Pleasant View, she also recognized her coworkers did not share this motivation and supported them as a means for her own fitting-in. They did not feel, at that point, that they would be able to "catch up" with the other participating schools who were fully implementing and whose on-site consultants had attended the Summer Institute. Compounding these TRI problems was the need for the teachers to also learn to navigate a new basal series adopted by the district. This new series involved workshops to familiarize the teachers with the new approach and materials. The Smithfield teachers were again at a disadvantage as other schools in the district had received the necessary workshops, but Smithfield had not yet.

The Smithfield teachers received support from their principal in their use of the basal being delayed and support from the TRI team to have extended time in demonstrating a three-part TRI session on iChat. This relieved the teachers of some stress and Laura's

coworkers gave her credit for her role in helping to make these modifications for them (interview, May 15, 2009).

Laura mediated on behalf the TRI as well. Laura supported the teachers and their concerns, but also the TRI and its mission. Laura used her new role as a friend and mediator to her coworkers to provide explanations in support of requests made by the TRI Staff. Laura used technology by e-mailing me to convey her dual role:

> It should be clear upfront that my principal and I were the only ones who really wanted TRI at our school (because the other teachers did not want to add more professional development to their schedules when they were already required to take workshops for the mandated use of a basal reading series as per the district). I thought TRi would be an opening for serious reflection and conversation about our educational practice, something I felt was totally lacking . . . I felt the focus at our school was not seriously on student learning. I knew TRI would change that for those of us involved. My colleagues did not share this enthusiasm, however. So, the role I began to take was to really listen to them and what troubled them about how the project was being rolled out . . . I wanted TRI to work but I also wanted to be there for my colleagues who had well-founded complaints about certain aspects. When frustration was near the boiling point, I helped them figure out effective ways to express concerns and get help (from Smithfield's principal and/or TRI staff). I don't think I made any difference in how teachers understood the TRI practices . . . but I feel that my commitment to the project propelled me to help others embrace it, get the support they needed, and carry it out - behind the scenes of course . . . I have been an active researcher and love it, I have been able at times to explain to my colleagues why TRI folks are asking us for something, or seem to have made a change in original expectations. It may be difficult for TRI people to realize just how alien and unattractive the TRI piece has been to some participants. I feel that the role I have taken is kind of a mediator in a way, a role I enjoy. I am in both camps and happy in both. (e-mail, August 29, 2009)

Laura used the affordance of the time and forum of the TRI Weekly Meeting to insert herself as a mediator for the needs of the TRI teachers. She used time outside of the meetings to advocate for the TRI. Laura's foundation of friendship fostered by the TRI Summer Institute may have provided Laura with the agency to take on this role as mediator.

Laura as a protector. Laura used the affordance of the TRI Weekly Meeting to serve as a protector of the Smithfield teachers. The teachers at Smithfield were glad to have some

modifications in expectations of their implementation of the TRI and basal, but they still held

further concerns about beginning the TRI. The teachers spoke amongst themselves about

their concerns, but again no one except Laura was willing to voice these concerns in the TRI

Weekly Meeting with me. Laura was more than a mediator conveying complaints of the

group though at this point. Her stance was a more defensive one than her mediating role

described earlier and I analyzed her actions as one of a protector. I observed Laura protecting

the teachers on three occasions during the TRI Weekly Meeting.

First, she protected Tina, the new kindergarten teacher, in her potential success in

being able to implement the TRI. Tina was having a more difficult time than her experienced

peers in managing her class to be able to conduct the necessary one-on-one reading sessions.

Laura requested that I speak with Smithfield's principal to ask for an extra assistant for Tina

to help with the rest of the class during TRI time.

Second, Laura protected the reputation of the Smithfield teachers by explaining all of

the hard work and extra hours that had been put into setting up the technology, even though

those attempts were failing while other schools were not. Laura wanted the TRI Intervention

Team to know of the honest efforts.

Third, Laura protected the Smithfield teachers from being asked to take on more tasks

than expected. For example, when the Smithfield teachers were told they would need to do a

video assessment for the TRI Research Team, Laura spoke up. Although this video

assessment was outlined in the professional development guide and had been announced by

the project director during the summer institute, the teachers felt they were being asked to do

something extra than what they expected. Laura wanted to know specifically what was being

measured in this extra observation since it was not a typical TRI session and to let me know

the group was wary that more unexpected tasks lie ahead:

> This is just a suggestion (pause) that they (the TRI research team) add umm, that in
> the future, that they figure out what they're going to watch and they let us know when
> we're there in the summer. I think it caused a little distress for people because this
> was like *something* else, so when you get something else you start wondering is it
> going to be something else and something else and something else and so (voice trails
> off). And also it's like psychological voodoo, well they want to see us interact with
> the kids, well, I know enough to know that I mean what are they looking for, what the
> criteria is, and yatta yatta, so I think that's something that oughta be be um discussed,
> it oughta be vetted with the team in the summer that we're very clear about what
> they're pulling down because . . . (we don't trust the research team that yet another
> unexpected task won't be popping up). (L. Pendergast, iChat, October 29, 2008)

Laura's acceptance as a mediator allowed her to extend her role slightly to protector of

Smithfield teachers by advocating for their specific needs and defending their efforts in the

TRI to date.

Summary of Laura's change from "interloper" to colleague. The TRI affordances

of the Summer Institute, Technology and Weekly Meetings supported Laura's change from

being an outsider at Smithfield to becoming a friend to and voice for the kindergarten and

first grade teachers. The TRI Summer Institute provided a different kind of time for the

teachers to spend together that was conducive in fostering a personal relationship.

Technology mediated all interactions with the TRI team and Smithfield. As well, Technology

served as a point to be discussed, a point that Laura used to defend the hard efforts of her

coworkers, gaining their support of her role as mediator and protector. By serving as a

mediator between Smithfield and the TRI staff, Laura became accepted as a colleague for the

first time since her hiring.

Change #3—Membership in a professional community: From doing the

"expedient thing" to doing the "right thing." Laura began the 2008/2009 school year in

search of a professional community and ended the year with two. Her first professional

community was that of friendship and collegiality as described in the preceding section. Her

second community was one of professional reflection that she found/created with me. While

my role was a coach and I provided feedback to all of the TRI teachers in my assigned

schools, Laura was the only teacher who sought critical conversations with me concerning

her practice. In this way, Laura and I engaged in coaching that was also a small professional

community in and of itself.

Laura agreed to participate in the TRI because she specifically wanted a community

where practice was questioned in order to improve it. She felt her practice prior to her

involvement in the TRI was "never as good as she (I) want(ed) it to be" (L. Pendergast,

interview, August 8, 2008). She believed that most teachers have this same feeling:

> And I go home at the end of the day and I say, okay now what is it that . . . you know,
> what's really going to make a difference, what's really going to stick, so   . . . I think
> I suffer from the syndrome, a lot of teachers suffer from the same syndrome of we're
> never as good as we want to be, we're never as good as we know how to be. (L.
> Pendergast, interview, August 8, 2008)

The district-mandated use of a one-size-fits-all basal ran counter to Laura's vision of

best practices. She felt the basal was oppressive of her true capabilities as a teacher of

reading. She tried to assuage her conscience that her acceptance of the basal freed up her

Sundays that otherwise would be filled with planning as the basal was loaded and ready to

fire with daily plans (interview, August 8, 2008). Laura considered use of the basal an

"expedient thing." She knew she was capable of practice that would satisfy her macro-

motivation and that kind of practice would involve more than mere expediency:

> It's so hard to do the right thing—you can get into doing, really, the expedient thing,
> you know, it's just human nature, doing the right thing, you know, you need a
> community for that, and that's what I hope TRI gives me. (interview, August 8, 2008)

Laura also felt the manner in which children who were identified for special support services for reading were instructed was done for convenience of the adults, for expediency, not the benefit of the children. Laura explained:

> We ask the most from the children with the least resources. We give them the most number of teachers, we ask them to make the most moves. We break up their learning . . . we can provide the same continuity for high-needs kids as we provide for other kids. . . . I . . . love the fact that . . . that you, that TRI is giving me permission to have a special reading time with my most needy students, whereas in the model that we have, in this school district, or in this particular school, is those children are primarily served for reading by support people. And I wanted to trade with the support people sometimes, I wanted them to take, you know, the other kids, and let me take the needy kids. (L. Pendergast, interview, August 8, 2008)

And so, Laura began her involvement in the TRI with a hope of finding community where she could improve her practice, provide support services to her own students and work toward doing what she considered "the right thing," a way of thinking and teaching that could not be tackled in isolation.

It's personal before it's professional. Laura's eagerness to find community may have been one of the reasons she was immediately responsive to e-mails from the TRI team in the months of August-October when we were trying to work through connectivity issues. She thanked us for our quick answers to her questions, (via e-mail, October 16, 2008); she asked about our health (via e-mail, October 22, 2008) and cared what the answers to such inquiries were. It makes sense, too, that with giving so much to the TRI of herself personally, that she expected the same in return. She found herself at one point feeling a bit insulted by forms where her name was incorrectly spelled and when materials were delivered to her later than promised (e-mail, September 10, 2008). She knew from the beginning we were not a perfect community. For instance, she believed the research team took too long to identify TRI students, conduct pretesting and mail the necessary technology to the participating teachers,

but with great hope for change, Laura was still eager to participate (e-mail, October 13, 2008).

After implementation began and iChat sessions were underway in November 2008, I began coaching at Smithfield in the same way I had been coaching at Pleasant View, by providing e-mailed feedback to teachers. My first e-mail to Laura concerning her practice was heavily focused on just that--her practice. I also supplied my observations of Eli, her first TRI student in terms of his reading:

> I am so glad I got to see you and Eli today! Eli's rereading for fluency on the Snow Joe text was impressive. I believe you said it was the 3rd or 4th reading for Eli on this particular text and as the session went on, I could see Eli really does need repeated exposures for this kind of success with fluency. Eli seems a bit shy and read quietly, so sometimes it was a little hard for me to hear what he said. I could hear his tone though and understood why you would, at times, repeat what he read and model appropriate intonation.

Dividing words went well also. I see exactly what you mean about Eli really wanting to think about what he's learned and apply it-he just needs the time. He worked carefully and correctly identified the long o sound many times. You modeled for him the "oe" as one picture making the sound. I was excited to see that you went on with another sound for today. You recognized that, while Eli's work was not 100% perfect in the long o sound, it was mostly (I would guess about 90%) correct, and that shows his understanding of the whole concept (J. Gunther, e-mail, November 3, 2008).

I expected a response from Laura that expanded on what I wrote about her practice, or challenged it. However, Laura did neither. Her response to me was not reflective of what she stated she wanted to happen in a professional community. Instead, her response was one of merely summarizing what I had observed and thanking me. The only aspect of my e-mail that went challenged was my observation that Eli was "shy." Laura wrote:

Thanks for pointing out the need for fluency. Eli is in a reading group with a Title I teacher, Cindy. So I do not see him for guided reading, except in TRI. I can really help him with fluency and I will work on that...Eli is pretty outgoing, but this is so new for him. He really enjoyed it. (L. Pendergast, e-mail, November 3, 2008)

I provided more notably enthusiastic feedback concerning Eli's personality and

reading successes after the second iChat session I observed:

It was great to see Eli and you yesterday. I think Eli was more himself on camera today, becoming less and less shy with each passing minute. I think he enjoys seeing himself on the computer!

Now, last time I saw Eli he was really spending much of his time pausing and being careful before responding . . . This session Eli was eager to read whether it was in rereading for fluency, word work or guided oral reading.

Eli's re-read of "I Love Colors" was quite fluent! I did notice you model inflection for Eli once in a while- a great strategy for both fluency and comprehension. Eli was comfortable and seemed confident with the text, needing only a bit of word level support with "sticky" and "mixed" (he read this as mixted) from you.

Eli's work in Sort, Write and Say was impressive! The "er" sounds and its many spellings was a great lesson for Eli. He easily read collar, first, her, hurt, word. Excellent!! . . . I loved the buddy read you selected for Guided Oral Reading . . . I thought he worked hard to read with an inflection that made sense with his part of the reading too! . . . I do not have the concern for fluency that I had two weeks ago right now . . . Thanks again, Laura! The session was really just fantastic! Jeanne.

PS I would love to copy Jennifer on feedback e-mails, but only with your permission. I think it would be great to keep her in the loop of progress of all of the TRI kids. (J. Gunther, e-mail, November 18, 2008)

This more personal style of feedback on my part elicited a more involved, thoughtful

response from Laura as seen in her return e-mail:

Eli has sorted long o, /ow/, /ou/, and /er/ with various spellings. I think the pocket phrases are automatic—it was a newer one that he missed—but we keep working on them . . . I am very excited about going to purple (the highest level of word work) with him. I am working with all children on reading chunks. . . . But Eli is reading two syllable words when he reads collar and dollar, for example. So, I am going to read up on purple (as it was not yet introduced to the participating teachers by the TRI staff) and try it out. The good thing about starting Eli on purple is that I can really see what this (the TRI word work) looks like beyond green (advanced phonics). Then I'll move to a new student. I so agree with you about sight words and I need to keep him

reading. Thanks. I really want to learn as much as I can and use it with my TRI kids and all the others as well.

I feel a lot more comfortable after this last lesson and your feedback—thinking you know Eli better, but you know me better, too. Thanks Jeanne for giving us all that you do [emphasis added]. Sincerely, Laura. (e-mail, November 19, 2008)

It seemed my more personal and enthusiastic e-mail, focused on Eli's successes and personality, was inviting Laura to engage in a conversation that was more diagnostic of Eli's reading than her first e-mailed response. I had to be seen by her in a more personal way before she was ready to speak openly about practice and diagnostic thinking. Her specific mention of my knowing Eli and her better was convincing evidence of this phenomenon. The powerful feedback combination that was both personal and practice-focused sparked the beginning of a professionally reflective community of two resembling what Laura sought.

Negotiating the space of coaching/professional community aimed at critiquing teacher practice is best fostered through indirect coaching. Beginning a professional community with Laura concerning the TRI was complicated by the competing reading initiative at Smithfield, the basal reading series. The district-mandated basal series containing a different approach to teaching beginning reading than the TRI initially had a greater influence on Laura's implementation of the TRI Reading Strategies than the professional development (coaching and workshops) provided by the TRI. This phenomenon was evident during Laura's use of the TRI Word Work strategy of *Change One Sound* in December 2008. As Laura progressed deeper into the new basal series in the greater class setting, she began to infuse the spelling requirement of the new basal into her TRI sessions with Caleb, thus changing how she used the TRI Reading Strategy of *Change One Sound.* The basal placed an emphasis on learning to spell the differing graphemes of identical phonemes. For example,

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the basal held the expectation that students would learn to spell select words containing the sound of *long a*, such as *cake*, *day* and *made*.

Laura's modified version of *Change One Sound* did not sync with the intended principle of the strategy. The principle of *Change One Sound* is for the student first to aurally isolate and then kinesthetically manipulate sounds within words. The strategy involves the teacher placing selected phoneme cards at the top of a small dry erase board. The bottom of the board contains line segments representing the number of sounds found within a given word. For example, the teacher might say the word "shut." This word has three sounds (sh, u, t) so there would be three line segments. She would select the cards of "sh, "u" and "t," and place them on their respective segments. The teacher would tell the student the word is "shut" while running her finger under the phoneme cards displaying the word. Next the teacher asks the student to change one sound so that the word would now say "shun." The student must discriminate what sound in "shut" is not in "shun," remove that card and then choose a phoneme card that would supply the missing sound to complete the word "shun." The phoneme card containing "n" would be available for the student to select at the top of the board. It is important to note, when the teacher decides which cards she will put at the top of the board, she should not place more than one spelling of a given phoneme (i.e., "kn," "n"). When more than one spelling of a phoneme is available for the student to select, the focus of the strategy comes away from sound and is placed on conventional spelling, which is a developmental leap ahead of the student's current literacy abilities—if *Change One Sound* is at the student's instructional match for reading development.

Initially, Laura provided more than one spelling of a phoneme to choose from among the scrambled graphemes. For instance, Laura asked Caleb to change "h**ur**t" into "h**er**d."

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Caleb changed the one sound that was different, creating "h**ur**d." Laura told him the spelling was different and with her help, changed the "**ur**" card to the "**er**" card.

Laura discussed Caleb's difficulty with *Change One Sound* during the TRI Weekly Meeting that followed the reading session where I observed the spelling-infused principle. Laura was specifically discussing this difficulty with me, not the other Smithfield Teachers, though they were present. Laura discussed how she asked Caleb to change "grass" to "gas" during *Change One Sound* and told of his difficulties with the task. I thought this was a great time to review the principle behind the strategy as Caleb's difficulty was due to the strategy being used in a way other than intended. Caleb was given phoneme card for both "s" and "ss" to choose from, which was confusing and detracted the emphasis from sound to spelling. As well, Caleb would need to change two cards, one for sound (removing the "r" and one for spelling (exchanging "ss" for "s"), which demanded too much from his developing phonemic awareness abilities.

Laura displayed what I have named "coach-blocking" behavior during the TRI Weekly Meeting as a response to halt my coaching when it was to provide clarification of her misconception. I tried explaining how this use of *Change One Sound* was more of a spelling lesson. There was a moment of tension and Laura blocked my further explanation by telling me it was not the "s"/"ss" confusion for Caleb; he was doing well on the spelling aspect. She said Caleb was having trouble removing the "r" sound. She began talking about other aspects of the lesson and the "ss" vs. "s" discussion was dropped.

As the coach, I should have followed up on the discussion that had been coach-blocked in the context of the TRI Weekly Meeting with an e-mail. This may be an effective way of providing the coaching that had been hindered. A private e-mail following the

meeting with a more thorough explanation of *Change One Sound* would have been a positive

way to provide the needed coaching without feeling I was embarrassing Laura. I realized this

solution only in hindsight.

I knew I did not coach well concerning this basal-influenced version of *Change One*

Sound when Laura conducted the strategy similarly when I saw her on iChat with Caleb on

December 8, 2008. I wanted to address this issue, but leave room for Laura to explain her use

of the strategy if she wanted to. Giving her feedback was intimidating to me as I was always

aware of her accomplishments in education and did not want to insult her or simply tell her

what to do. I did not want to dismantle our new professional community by stating my own

views too strongly. In my e-mail feedback, I explained:

> Caleb handled his new phonics very well! He used the "ch" sound comfortably and
> made the word "much." I think he understood that the "tch" he was also introduced to
> made that same sound. He was only a bit confused when to select "ch" and when to
> select "tch." Do you think he might get used to seeing both of these sounds and
> manipulating them if shown separately? For example, if he did not have "ch" and
> "tch" as choices on the board, only one of those so that one day he could make chug,
> much, such and chin and another day he could make catch, hitch and hutch? I think
> then if he saw both spellings in the context of a book, he would know to make the
> "ch" sound. What do you think? (J. Gunther, e-mail, December 9, 2008)

While I did not observe Laura implement *Change One Sound* again with Caleb after

the e-mailed feedback, her reply demonstrated she was considering both my advice as well as

the demands of the basal:

> We have ch and tch words in our spelling this week. I had introduced the word sort
> with these earlier that morning. I agree that it is a bit much. It requires that Caleb get
> into words that are not familiar sight words for him. So, that requires more from
> him—perhaps too much. We are in Unit 3 in the reading series and have words
> match, catch, chip, chop, chin, as well as whale and white, and whip. That's three
> digraphs (pictures)—kind of sort of—two spellings for one sound. We'll watch how
> he does. On a good day Caleb does pretty well with his spelling-district required. (L.
> Pendergast, e-mail, December 9, 2008)

Laura made the norms for the personal aspect of coaching/participation in a professional community clear to me with her e-mails and actions. In responding to one another, we negotiated what our professional community would look like. This simply entailed only discussing Laura's practice with her privately and carefully wording my feedback in a manner that alluded to trying a different practice with Eli, not mandating a change or directly pointing out a misconception.

Doing the "expedient thing," but in the right way. I knew Laura carefully considered our conversation about the competing principles of teaching reading based on spelling (the basal) and teaching reading based on sound (the TRI Reading Strategies) after she implemented *Change One Sound* as intended with Drew, her third TRI student (iChat, January 28, 2009). In fact, during Laura's work with Drew, she demonstrated how she did not merely take my advice about how she might implement *Change One Sound*, but that she assimilated the principle behind *Change One Sound* as one she believed was beneficial to her first graders. This belief of hers was obvious when she described how she was fulfilling her obligations to her school district, yet applying her new belief that a focus on sound for her new readers was most appropriate. Indeed, Laura used TRI Reading Strategies as a way to support *two* district initiatives; the mandated use of the basal and Response to Intervention (RTI). RTI is a multi-tiered approach to provide support to struggling students through the use of research-based interventions.

Laura used the TRI Green Level Strategies to enhance the advanced phonics instruction promoted by the district-mandated basal in the larger class setting. The basal's method for introducing advanced phonics such as long vowels, was to introduce one possible spelling for each of the long vowels individually. In doing so, the emphasis was on spelling,

rather than the sound of the long vowel. For example, the spelling of the sound of "long a" might take the form of __a__e as in the word *make*. As per the basal, students should learn many words with that spelling only and would be introduced to another spelling of "long a," such as *ai* as in *paint*, in a future lesson. The TRI presents students with a variety of long vowel spellings simultaneously. This places the emphasis on sound as students become immediately aware that the sound of long "a" can take many forms. Laura reported she had modified the way the basal presented long vowel sounds to include many spellings at once so that the whole class could benefit from the same way the TRI students were learning advanced phonics (iChat, January 28, 2009).

Laura used her work with Drew as an approved intervention strategy to meet the requirements of the plan set for him through Response to Intervention. Drew was identified at Smithfield as a student in need of academic support and close progress monitoring. A plan was set for him to receive more intense instruction. Laura requested that her work with Drew using the TRI serve as part of this instruction as she felt Drew needed support with blending sounds and the TRI offered strategies for this very skill (iChat, January 8, 2009). This request was granted by the Student Services Team at Smithfield. Laura was proud to announce she was both, "Drew's TRI teacher AND his RTI teacher" (iChat, January 28, 2009). Laura accomplished a change in the way one of her students would be provided special services. With Laura providing Drew's support, he would be making fewer moves and having fewer teachers. This was consistent with her view of "the right thing."

Laura's new belief that strategies with a focus on sound are a closer instructional match to many of her students' reading development than strategies with a focus on spelling was formed in the space of our coaching/ professional community. She was able to fulfill her

obligations to the district-mandated use of the basal while still practicing in a way she believed to be better for her students by modifying the basal lessons. Laura was able to explain her new belief to the school's Response to Intervention Team to gain permission to serve Drew in extra reading support.

Part of "doing the right thing" is to keep doing the right thing. Conversations between Laura and I concerning practice, instructional match for students, and principles behind TRI Reading Strategies happened weekly during the time span of November 19, 2008- April 30, 2009. These conversations resembled the kind of discussion about practice that Laura described as wanting. Our community of two expanded to include discussions of research. The teachers at Smithfield did not engage in discussions about the relationship between their observations of their students, their practice and research. But Laura has a penchant for research and was able to talk with me about it over iChat and in e-mails.

Laura used research findings to conclude that the "right thing" for her students was to continue the TRI for more than one school year. She reported being the only teacher in the school district who spoke in favor of participating the TRI for the 2009/2010 school year (interview, May 15, 2009). While there were other teachers who wanted to continue participation, they did not speak up for fear of upsetting any coworkers that might not wish to participate another year. Laura's decision to continue the TRI for another school year was based on her desire to see her students, most especially Drew and Troy, progress further. Laura sent me an e-mail during the time of her work with Troy about continuation of support:

> Both Troy and Drew are kids who will need support in second grade. I am reading that the research literature shows that even with Reading recovery, children who do not have continuing support in second and sometimes third, lose some of the ground they made. So I do worry for the boys.

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Laura's dedication to continuing the TRI for the following school year was so great that she volunteered to take all of the rising first grade TRI students in her class. Laura offered this as a way to gain support from other teachers at Smithfield, namely Sue, who was a teacher not wishing to continue the TRI. Laura felt if she took all of the first grade TRI students, Sue would not have to participate in the TRI, but the students would still get the support she wanted them to have (L. Pendergast, interview, May 15, 2009). Laura's desire to see the TRI continue at Smithfield speaks to her micro-motivation to see her students succeed. While Laura was happy with the students' progress, she wanted to make sure their success lasted beyond their time in her class.

Summary of "from the expedient thing to the right thing." Laura's participation in a professional community with me allowed her to change some practices she felt were being done for expediency rather than for the best interest of the students. Our community was supported by the TRI affordances of Coaching, TRI Weekly Meetings, TRI Reading Strategies, One-on-One Format and Technology. Coaching played the heaviest role in supporting the development of a professional community between Laura and myself, as coaching and our professional community were truly one in the same. The TRI Weekly Meetings provided an opportunity for negotiation of the community norms. The students working One-on-One using the TRI Strategies were the focus of our discussions and so supported our community as we had student responses to reflect upon. Technology, of course, mediated all of our transactions across contexts and supported the community in this way.

Summary of Laura's changes spurred by a quest for community. Laura was supported by each of the five TRI affordances examined in this study in her quest for, and

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achievement of, community. Technology was supportive of change in all three thematic changes identified. The combination of the affordances of the One-on-One format, TRI Reading Strategies and Coaching worked together to supported changes in Laura's practices and beliefs. These three affordances were a powerful mix allowing the responses of the students, gained during One-on-One time, to be the basis for coaching discussions. The TRI Reading Strategies were the effective practices implemented during the One-on-One time that elicited noteworthy responses from the students. The strategies were also then considered for future sessions for individual students. This mix of affordances supported the progress of the students because the instruction was well matched to each child's most pressing need. The progress of students supported a desire for Laura to continue using the new practices. This mix will be discussed further in the next section, *Changes Spurred by Unexpected Student Response*, where its dynamic is more prevalent.

Changes Spurred by Unexpected Student Responses

Laura underwent several radical changes in thinking during her participation in the TRI. In this section I will describe the three ways Laura changed through Unexpected Student Responses. The three kinds of responses triggering change were: Unexpected Student Success, Unexpected Instructional Needs of a Student and Unexpected Emotional Needs of a Student. The ways in which particular TRI affordances supported these three transformations will also be highlighted.

Change #4—Believer in the benefit of One-on-One instruction: From "feeling a little bit guilty" to "wanting them to have that." Laura began her implementation of the TRI feeling "a little bit guilty" spending time with just one student and ended the school year feeling the "One-on-One (time was) so good for all of (them)." Through the unexpected

success of three students in particular, Eli, Caleb and Drew, and the support of the TRI affordances, Laura changed her view of One-on-One time being indulgent of a given student to One-on-One time being necessary.

Goodbye guilt: Unexpected quick progress, Eli. Laura's first TRI student was Eli. She began working with him mid-October, 2008. She reported feeling guilty taking Eli aside to work individually with him while other students were working in groups of five with other teachers or assistants (L. Pendergast, iChat, October 15, 2008). Laura identified Eli as the student performing tenth from lowest in the class on the screener used to narrow the selection of students to those most in need of the TRI. Laura did not indicate that she felt Eli was a challenging student and predicted he would make "rapid progress" (Screener, September 2, 2008). Indeed, after Laura had the opportunity to work with Eli a few times she reported:

> My little fellow Eli is moving quite quickly and I intend to start him at green (a more challenging TRI reading level) on Monday. I am thinking that in a couple of weeks I could move on to another student. He is the least needy of my five (TRI students). (L. Pendergast, e-mail, October 24, 2008)

While Laura predicted rapid progress for Eli, she may not have anticipated just how fast that progress would be. She had only worked with Eli a few times. Her e-mail to me was unsolicited. Laura initiated this conversation. The progress must have been noteworthy to her. I don't believe she expected Eli would progress to an advanced (Green) level of the TRI after only a few reading sessions. Laura's feelings of guilt were no longer mentioned during her work with Eli. I analyzed Laura's lack of expression of guilt or complaint about time management as an indication that she may have changed her attitude about a One-on-One Format after witnessing Eli's quick success.

"He's gonna do great:" Unexpected quick progress, Caleb. Caleb was Laura's second TRI student. She began working with him in the first week of December 2008. Laura

identified Caleb as seventh most in need of reading support from her list of ranked students. She did not identify Caleb as being challenging, nor did she predict quick progress for him as she did with Eli (Screener, September, 2, 2008).

Caleb, just like all of the other Smithfield students, was placed in a small group for reading and assigned a teacher or assistant for reading instruction outside of Laura's classroom. Because of this separation of students, Laura felt she did not always have a strong grasp on what reading behaviors were being exhibited by each of her students because she was not working with all of them each day. Jennifer taught some of Laura's students, using the TRI with her small group. Cindy, a reading specialist who was not a TRI participating teacher, taught others of Laura's students. During Laura's first week of One-on-One TRI sessions with Caleb, she commented that she felt he would progress quickly. Laura felt this way because he had been working with Jennifer since the beginning of the school year using the TRI as opposed to the reading specialist who was not. She reported:

> He read it (his book) beautifully . . . so he is gonna do great . . . (of) course he is already Jennifer's student you see (and she is using the TRI) . . . it makes a big difference who has been teaching the kids reading . . . because (it shows in) how (well they are reading). (L. Pendergast, iChat, December 3, 2008)

While Laura did not initially predict Caleb would make fast progress in reading as per her screener in September of 2008, she felt more confident now. The success she witnessed in Eli gave her confidence in the TRI as an effective means of reading instruction. Her new confidence in Caleb's ability to excel stemmed from her belief that his work in the TRI with another teacher gave him an advantage over students being instructed with another program and teacher.

From Jekyll to Hyde: Unexpected classroom success, Caleb. Laura's awareness of Caleb's difficult home situation positively influenced her perceptions of the benefits of a

One-on-One format for reading instruction. Caleb was a very quiet boy who barely spoke above a whisper. Laura saw Caleb as a student whose troubled home life negatively influenced his behavior at school. Laura informed me:

> You might want to know that Caleb is a bit of a Jeckyl and Hyde. He can be very naughty, annoy others, and totally unfocused in his behavior—for example, scribbling all over what is in front of him or trying to ruin someone else's work. Those days are rarer and rarer, however. I think it has a lot to do with what's going on (in his home). He is on meds and gets them at home in the morning for ADD. There have been serious difficulties at home in the past. There probably still are issues. The family of five just moved into a two bedroom trailer with his step dad's prents (parents) and his uncle. They couldn't pay the rent and this is supposed to be temporary. (e-mail, December 9, 2008)

After explaining Caleb's home life, Laura went on to explain that she felt both Caleb and she were benefitting from the One-on-One time. She felt this time was "great for us (them)—he is successful and gets my undivided attention. I love the One-on-One time—both the student and I can think about what is happening" (e-mail, December 9, 2008). Laura realized that her One-on-One time with Caleb was positively impacting his participation in class. This realization had her greatly valuing the time spent individually with Caleb. After the one reading session I observed, Laura responded to my e-mail feedback by telling me:

> *He requires One-on-One coaching* [emphasis added] and then goes off and works diligently for an extended period of time. He is very interested in reading and works hard at it—One-on-One and independently. . . . Working with Caleb in TRI is really great for us—he is successful and gets my undivided attention. This carries over into the rest of his day. (e-mail, December 9, 2008)

For Laura, student characteristics played a role in her perception of the benefits of using a One-on-One model of reading instruction. Laura saw the benefits for both Caleb and herself. Not mentioned, but can be extrapolated, is the benefit to the class as a whole. As Caleb was no longer distracting other students and destroying their work, they were indirectly benefiting from Caleb's One-on-One time with Laura as well.

Enjoyment and hugging: Unexpected student display of happiness, Drew. Laura began working with Drew in the beginning of January 2009. Laura identified Drew as second most in need of reading support from her list of ranked students. She predicted Drew would make quick progress as she did with Eli. Laura informed me that Drew frequently came to school without his glasses and that his handwriting was "problematic" (e-mail, January 13, 2009). Drew's frequent lack of glasses was an issue that came up more than once and is discussed in a following section, *Believer in Instruction without Conditions: From "Not Ready" to "Not a Problem."* However, Laura also described Drew as being one of the most insightful students in her class when it came to listening to her read-alouds and discussing story events (e-mail, January 29, 2009).

Laura was able to enjoy Drew's strength of possessing rich background knowledge during their One-on-One TRI session. Evidence of this enjoyment happened when Laura presented Drew with a book about bears. The book's cover depicted a family of bears wearing winter clothing outside in the snow. She asked Drew to tell her if he thought the book was going to be real or made up. Drew quickly said it was a made up story because the bears on the cover looked like grizzlies and, "they build theirselfs a den and sleep in it" during the winter (Drew, iChat, January 8, 2009). Ignoring the obvious (and expected) answer that the bears were wearing clothing, therefore the book must be fictional, Drew went on to discuss his trips to the library with his father and how they have already read about grizzly bears, black bears and polar bears. "Grizzlies are hibernating…Polar bears are the only ones who come out" (Drew, iChat, January 8, 2009). Laura smiled widely, complimented Drew on his information and asked him a few additional questions so he could showcase his expertise a bit more.

Laura reported success for Drew after working with him just one time. This success was both academic and emotional. In a TRI Weekly Meeting Laura said, "He is doing really well. Im just beginning to see how this TRI is going to make a difference" (iChat, January 14, 2009). She also said Drew was "happy" and "hugging her" (L. Pendergast, iChat, January 14, 2009). Laura seemed very surprised by Drew's behavior as did Jennifer, the on-site coach. They reported he did not typically behave that way.

It seemed Laura's relationship with Drew was made stronger after just one session of 25 minutes duration. Laura explained, "Drew has been seen by another Reading specialist this entire year for guided reading. So this is really my first opportunity to work with him in reading. That One-on-One is so good for all of us. Thank you, Jeanne" (e-mail, January 13, 2009).

Multiple one-on-one sessions per day: Eli, Caleb, Drew, and Troy. During Laura's work with Drew, she was also still meeting briefly with Eli and Caleb. Laura believed it was important to continue working with Eli and Caleb individually several times per week in order for them to continue progressing in their reading at the same rate as they were when they were engaging in the TRI. She was not conducting full TRI sessions with Eli and Caleb, but rather spending a little bit of time with them just for them to read to her individually. Laura told me, "If I didn't (meet with them individually), they wouldn't keep the motivation, the same "gusto" (iChat, January 8, 2009).

Laura described her philosophy about serving both Drew and Troy (Laura's fourth TRI student) daily in a One-on-One format:

> It's challenging but I'm getting them both in (my daily schedule). My philosophy is the sooner I can (work with) them, the more skills they'll have for the rest of the year. I didn't want to wait and (serve) them in sequence because then it would be so long

(until each received the One-on-One instruction) and I wanted them to have that. (iChat, January 28, 2009)

Laura used a One-on-One format for her TRI students long after she was expected to according to the TRI Model. She felt the individual time spent with her students was providing motivation and reading skills. Indeed, at the end of the school year Laura reported she felt she could do "quite a lot" to motivate her students (questionnaire, October 9, 2009). Her experiences working in a One-on-One format continually with some of her students may have influenced her confident response in her ability to motivate.

Summary of Laura's change from "feeling a little bit guilty" to "wanting them to have that." Laura's guilt in working individually with her TRI students vanished quickly and was replaced with a positive perception of the power of a One-on-One teaching format. Laura's change of thinking was supported by the TRI affordances of One-on-One Format, Reading Strategies, Coaching, and Technology. The mix of One-on-One Format, Reading Strategies and Coaching were again found to be interrelated in their support to Laura's change. The One-on-One format of implementing TRI Reading Strategies was a change of practice that elicited student success that was both academic and affective. Coaching supported Laura in her effective teaching during the One-on-One sessions. Technology mediated transactions between Laura and myself. Laura's change path in the case of her consideration of the value of a One-on-One Format was consistent with Guskey's theory of teacher change. Her beliefs and attitudes changed after the use of a new practice (format) leading to student successes.

Change #5—Believer in individually considering students: From thinking "challenging" to thinking diagnostically. Laura began the 2008/2009 school year predicting fast progress for students based on characteristics of their family lives and ended

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the year believing home life was not a factor in a predicting a student's academic needs. Mostly through the unexpected instructional needs of Drew, Laura changed her perception of the role of student home life in her instruction and student learning.

Family life predicts progress. Before Laura's implementation of the TRI she identified family life of students as a moderate problem in her ability to teach (questionnaire, June 24, 2008). By *family life* creating a problem, Laura meant students from families facing difficulties also had difficulties in school, creating negative impact on her way of instructing. Laura predicted fast progress for Eli and Drew. Both of these boys came from homes with an average income. Neither of these boys was described as having difficult home circumstances. Laura described the difficult home lives of Troy and Caleb to me in e-mails. Both boys came from impoverished homes with complicated circumstances. Jisela also came from an impoverished home, but was not described as having a difficult home life. These three children; Troy, Caleb and Jisela, were not predicted by Laura as ones who would make fast progress in reading (Screener, September 2, 2008). Once implementation began Laura did feel Caleb would make fast progress (as noted earlier) because he had already been receiving TRI from Jennifer, the on-site consultant. This was a departure from her response on the screener. Her belief that Caleb would progress quickly because of instruction demonstrates she may have been beginning to consider home life as less of a determining factor in speed of progress.

The child Laura selected as the most in need of reading support was Troy. Troy had, by far, the most difficult home life of the five TRI children. More detail on Troy's home life is provided in the following section, *Believer in Instruction without Conditions: From "Not Ready" to "Not a Problem."* In addition to identifying Troy as the most needy of academic

support, Troy was also the only child of the five TRI students Laura considered "challenging" (Screener, September 2, 2008). I have supplied Table 3, *Teacher-identified student characteristics and class ranking-2,* to summarize the student characteristics and rankings provided by Laura on the pre-implementation screener. Information concerning student home life and family income demonstrate Laura's prediction patterns. It is clear that family income was a factor in Laura's predictions of students' pace of progress before implementation of the TRI. Laura's perception of the students' rankings in the class did not affect her prediction of pace of progress. For example, Drew was ranked as the student second most in need of reading support, yet he was predicted to make fast progress while Jisela was ranked as eighth most in need of support, but not predicted to make fast progress. Indeed, family considerations were weighted in Laura's predictions of progress.

Table 3

Teacher-identified Student Characteristics and Class Ranking-2

Student Name	Student's family life is considered difficult by Laura	Student comes from a family living in poverty	Ranking in the class according to need for support as per Laura	This child is challenging.	This child will make rapid progress.	This child will move during the school year.
Jisela		X	8			
Troy	X	X	1	X		
Drew			2		X	
Caleb	X	X	7			
Eli			10		X	

Troy's unexpected progress juxtaposes Drew's unexpected needs. Laura began serving Drew, her third TRI student again after beginning work with Troy, her fourth TRI student because she felt he (Drew) needed further instructional support in reading. Laura's initial decision to end work with Drew was based on her diagnosis of Troy needing the

individual support more than Drew. Laura also ended work with Drew because she felt

satisfied with his progress (e-mail, January 13, 2009). Laura reported Drew was strong in his

comprehension of texts, but that he needed to strengthen some word-level skills, namely

blending. She said:

> The biggest problem with Drew is that, when I had him retell Janey Crane, I mean he could tell you everything. Now he has reread it and reread it and reread it . . . so he's just got a lot of, he's got a lot of knowledge and he's very articulate, but he has this bad, bad, bad habit of saying anything that he thinks should be on the page. If he thinks that is what the author should have said, that is what he will say . . . The thing that is difficult for Drew are blends at the beginning of a word and at the end of a word. So, I am doing Blue (level work) and I am doing Green (level work) because I feel like I need to keep working those blends until he really hears it well, but I also think he is quite capable of going beyond that because it is more about the way he hears it. He is reading a lot. (L. Pendergast, iChat, January 8, 2009)

Laura felt Drew's difficulty with blending sounds together was due to him not

hearing all of the sounds in the words. This indicates a need to strengthen his phonemic

awareness. When considering the TRI Model of Decoding and Sight Word Development

(Appendix B), the phonemic awareness skill of blending is addressed in Blue Level work, yet

Laura advanced Drew to the Green Level and then stopped working with him to begin her

work with Troy. She expected Drew would gain the skill of blending and also go "beyond

that."

Laura worked with only Troy for approximately one week prior to the January 28,

2009 TRI Weekly Meeting where she described his progress. Troy's unexpected quick

progress prompted Laura to reconsider Troy as *not* being her student most in need of

instructional support. She explained to her peers and me:

> (I'm working now with both Drew and Troy). Troy I would have thought was my lowest student . . . he came (to Smithfield) like in January to kindergarten and he didn't know anything. But he does learn and he is learning and he's doing really well. I started him in pink but I quickly moved him to blue . . . and I just . . . started a little bit of green with him. (L. Pendergast, iChat, January 28, 2009)

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This fast progress was indeed a surprise to Laura. In fact, his progress was much like Eli's progress and Eli was the student Laura considered "the least needy of (her) five (TRI students). Troy was not described as needing more support with blending and had quickly advanced to Green Level work.

Laura had experienced unexpected student success with other students before, as described in the preceding section, *Believer in the Benefit of One-on-One Instruction: From "Feeling a Little Bit Guilty" to "Wanting Them to Have That."* However, Troy's observed progress came on the heels of Laura's dismissal of services to Drew, making the work of the two boys easy to compare. Also, Troy was perceived to be the ***most needy*** of instructional support as well as a "***challenge***," thus his success may have been a greater surprise than that of Eli or Caleb.

Indeed initially Laura identified Troy as being a "challenge" on the screener and had not identified Drew in this manner. However, after just a few weeks of working with Troy, Laura reflected, "I find Troy easier to work with than Drew, whom I (worked with) . . . today" (L. Pendergast, e-mail, February 11, 2009).

In sum, Laura had already worked with Drew as a TRI student, moved on to Troy, but then began to serve Drew again. I analyzed her diagnostic decision to begin working with Drew again as her realization that he was a student with greater instructional needs than Troy. She felt it was her responsibility to provide more instruction. Her realization of Drew's needs may have been a greater surprise, given her initial expectation set, than the impressive progress of Troy.

Thinking diagnostically. Laura's discussion about her students became noticeably more diagnostic in nature after her decision to work with Drew again. Also, she began

considering more students than just the highlighted TRI at any given time. It may be that

Troy's unexpected success juxtaposed Drew's unexpected need for further instruction in such

a way, that part of Laura's diagnostic thinking was to consider one child in light of another.

For example, after providing Laura with feedback about the one session I observed of her

working with Jisela, Laura responded:

> I agree with your assessments of most pressing needs. Jisela needs green work. Actually purple is easier for her because she can chunks and chunks tend to be fairly short. Sight words are a problem for Jisela when given in isolation. I somehow think they always will. We need to play to her strength of context and meaning and build up phonetic knowledge and advanced word work. Troy, absolutely, needs to read, read, read. His confidence waivers when he is reading with better readers. Thus, he seems to know less. I have to watch carefully that he has books he can read or that someone can scaffold him appropriately. Eli is a bit of a concern to me. I don't think he reads nearly enough and always finds something else to do when he could be reading. I think he is reading beyond his level in group and we have not given him enough easy reading to do. Also, Eli needs to read more at home and at school. He is a quiet dude and so one isn't always sure of his oral language strength. It was smart of you to look at vocabulary, but it may be inferring is the real challenge. Too bad that we only have fifteen more days this year and I am just getting a handle on some of the kids! Thanks Jeanne, for everything - support, good advice, clear feedback, and mostly for your sweet, sweet spirit! (e-mail, April 30, 2009)

This e-mail demonstrates Laura's diagnostic focus *across* children, not just the TRI

student being observed in the iChat session at the time (Jisela). Laura's method of

considering several children at once is evidence of her comfort with her new diagnostic

manner of thinking. Earlier in the school year each child was discussed in isolation. This is

most likely because Laura was just beginning to *apply* her new understandings and learning

to *analyze* the responses of the individual students. Once Laura was clearly adept at both

implementing new strategies and making sense of student responses, her ability to *synthesize*

all of the individual analyses became apparent. This progression from application to analysis

to synthesis is a cognitive one understood well through Bloom's Taxonomy (Bloom, 1956).

It makes sense that as Laura became more fluent in her new practices and thinking that she

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would be able to advance from a lower-order cognitive operation (application) to a much higher-order cognitive operation (synthesis). A transfer of learning is an alternate way of viewing Laura's analysis across students. Laura learned to analyze student responses and discuss those conclusions with me via e-mail. Laura transferred her analytic skills to include comparing and contrasting students in her analysis of their reading behaviors.

Laura's perception of her influence. Before implementation of the TRI, Laura felt family life was a "moderate problem" in her ability to teach (questionnaire, June 24, 2008). After a full year of implementing the TRI, Laura felt family life was "not a problem" (questionnaire, October 9, 2009). I analyzed Laura's change in thinking to the self-efficacy she gained in supporting Troy in his reading. Troy surprised Laura with his fast progress in spite of the fact that he came from a family with financial and other problems. Laura credited herself for her role in that success. Likewise, Laura realized students coming from homes with adequate income and no known family problems, were not necessarily those who would progress without her intense support.

Summary of Laura's change of belief from "thinking challenging to thinking diagnostically." Laura changed her way of considering the role of family life in a child's ability to progress in reading through the unexpected instructional needs of Drew, made obvious to her after the unexpected progress of Troy. This change was supported by the TRI affordances of Coaching, TRI Weekly Meetings, TRI Reading Strategies, One-on-One Format and Technology. Again, the mix of One-on-One Format, TRI Reading Strategies, and Coaching were integrated in their support of Laura's change. Coaching conversations supported Laura's diagnostic thinking concerning student responses to TRI Reading Strategies gained during One-on-One sessions. The TRI Weekly Meetings were supportive of

her change in that she and I discussed students' progress diagnostically. Technology

facilitated the intervention allowing for the support of other affordances.

Change #6—Believer in Instruction without conditions: From "not ready" to

"not a problem." Laura indicated "academic un-readiness" as a moderate problem in her

ability to teach prior to her implementation of the TRI (questionnaire, June 24, 2008), yet

found "academic un-readiness" to be "not a problem" after a year of participation in the TRI.

Laura's change of thinking about the role of "readiness" in teaching changed through the

impetus that was Troy's Unexpected Emotional Needs. In this section I will describe several

ways Laura considered students to be un-ready for instruction, her responses to perceived un-

readiness, and her path to change of thinking about readiness through working with Troy.

The TRI affordances supporting this change will be discussed as well.

Readiness is having the necessary materials.

Eli's un-readiness. Laura identified sight words as Eli's most pressing need for

support. One TRI Strategy for strengthening sight word knowledge is Pocket Phrases. Pocket

Phrases are phrases written on index cards containing high frequency (sight) words such as

"there he goes" or "at the end." Students keep their Pocket Phrases so they can practice them

at home or on the school bus etc. Eli repeatedly came to his TRI sessions without his Pocket

Phrases. Laura reported dropping this particular strategy because Eli continually lost his

index cards (iChat, October 29, 2008). Laura did use this strategy again eventually, but her

decision to drop the strategy was based on his repeated *un-readiness*.

Drew's un-readiness. Drew's instruction on some days did not begin right away due

to his leaving his eyeglasses at home. TRI sessions scheduled for Drew for 10:00 am were

missed on these days he was not *ready* for reading. Laura used the TRI Weekly Meeting to

discuss a home/school choice she made for Drew concerning his need for glasses to be ready

to participate in instruction. She involved Drew's family in an effort to ensure Drew would

have his glasses at school. She told her coworkers and me:

> It's very difficult to get his glasses at school at all. But, I did something last week and it really worked because we just called home and asked his parents to bring his glasses and they brought them around 11:00 am and he (Drew) wasn't very happy. And the worst thing that happened was that when I sent him to the office to (to ask the secretary) to call his parents to bring the glasses, (the school secretary) told him, "I'm not doing this every day" and he came back in tears. And I told him, "I'm really sorry that that hurt you and I'm sorry that you had to go through that and then we had this long talk with everyone about it's your responsibility, not your parents, to see that you have your glasses, to see that you have your backpack, to see that you have your library books," because if, because we have to make it the child's responsibility cause there's nothing we can do to make it the parents' so . . . (L. Pendergast, iChat, January 14, 2009)

I was concerned about Laura's approach and this was clear by my facial expression as

well as my voiced suggestion that a second pair of glasses be left at school for Drew (iChat,

January 14, 2009). I expressed too, my worry that Drew was not participating in instruction

until 11:00 am. Laura acted as defender of both herself and her students with her reply;

> And it's the same thing with Caleb he forgot his glasses last week . . . but Drew's dad *can* bring his glasses, it's just that he doesn't, you know, he's not happy about it, but he can, so (I ask him to do it). (iChat, January, 14, 2009)

Prior to implementing the TRI, Laura felt she could "do a great deal" to assist

families in helping their children succeed in school (questionnaire, June 24, 2008). I analyzed

her involvement of Drew's family as a way she felt she was assisting them help Drew to be

ready for school.

Readiness is a result of preschool and academic support at home. Laura felt Troy's

lack of preschool experiences and difficult home left him *un-ready* to begin reading in first

grade. Not only did she feel the emotional aspect of his home life was negatively affecting

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his readiness, but also his lack of parental assistance at home with schoolwork. Laura told me:

> Troy started kindergarten in the middle of the year. He apparently has no preschool experiences and came to kindergarten with little **readiness** for reading [emphasis added]. Even this year, he came in not knowing letter names or sounds. He seemed to start over. Troy has worked One-on-One for twenty-five minutes with (a teacher who is not a part of the TRI). He has also worked One-on-One with a para pro in writing—both letter construction and composition. Now I take him instead of the parapro for TRI. Troy is not confident and sometimes it seems that everything he once knows is lost. Other times he does well. He was born when his mom was just 18. She has taken some GED classes, but right now she is pregnant with her fourth child—three dads. The second fellow just got out of prison for sexual assault of a fifteen year old. Troy and his mom say that this guy is stalking them. So, Troy has a lot going on at home. His mother is caring and works with Troy some but she also said he was her "protection" for a long time . . . Thanks for listening. (e-mail, February, 11, 2009)

Knowledge that Troy did not attend preschool coupled with information of his difficult home life, one where he was not necessarily receiving the kind of academic support Laura felt he needed, influenced her perception of him as being *un-ready* for reading instruction.

Readiness is about the teacher, not the student. Laura demonstrated a change in her conception of *readiness* by, later, meeting the emotional and instructional needs of Troy. She had experience in providing certain levels of support with her students and expected to provide such support. Through the One-on-One time, Laura discovered that other, more intense and unexpected, levels of support was needed as well. She used the TRI affordances of TRI Reading Strategies, Coaching, One-on-One format and Technology to provide both expected and unexpected levels of support.

Expected need for emotional support. Laura was aware of Troy's difficult circumstances outside of school and most likely expected a certain amount of emotional support from her to be needed during the TRI sessions. Laura seamlessly provided emotional support that can be described as *reassurance* in her sessions with him. I analyzed her quick

response to provide reassurance along with her calm nature in these situations to mean this was a level of support she was used to providing and expected to provide.

For example, during the first iChat session I observed of Laura working with Troy, he was very nervous about the camera. He was clearly distracted by seeing himself on the computer and having me, a stranger, observing his reading. He looked around the classroom frequently, demonstrating he was aware, and possibly self-conscious, of the fact that he was doing something different than the rest of the class. The iChat program abruptly quit during the first few minutes of the session. After iChat quit, Laura called me back. When she appeared on camera, she had her arms on either side of Troy as though she were showing him how to make the iChat call (iChat, February 2, 2009). The physical closeness coupled with the permission for Troy to do something special (as using the laptop was something the teacher tended to do) allowed for Troy to feel more relaxed with both Laura and my virtual presence. He seemed happier and more motivated to read after this occurrence. This kind of emotional support was *reassuring* to Troy that my presence was non-threatening and his involvement in this new format of instruction was safe and positive.

A second example of Laura's provision of reassurance occurred during the TRI Reading Strategy of Rereading for Fluency. Troy was reading his book and hesitated when he came to the word "Woof." Troy became visibly upset at not immediately recognizing the word. Laura knew Troy as a reader so well, (most likely from engaging in One-on-One reading sessions with him) that she knew he did not need word-level help. She realized in this instance he needed a confidence boost. Laura put her arm around Troy and told him, "Ok, calm down. You can do this…" (iChat, February 2, 2009). Troy was comforted by her reassurance, read the word, "Woof" and continued on with reading his book. Laura explained

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to me her choice to provide emotional support (rather than word-level support) by looking in the camera and saying, "I think it normally would have been easier. I think (he's) just a little bit nervous."

As demonstrated by the two examples above, Laura was adept at providing emotional support and instructional support during a reading session. She knew when Troy needed general reassurance in order to proceed with instruction. She also knew when he could read a word and simply needed reassurance as opposed to needing decoding support. These two examples show how Laura used reassurance *as* instructional support as well as emotional support. In the first case, providing emotional support allowed Troy to continue with his instruction. In the second case, Laura did not supply instructional scaffolding for a word she knew Troy could read. Her lack of instruction in that moment was an instructional move as the responsibility of reading the word was placed on Troy. Her reassurance allowed him to continue reading.

Unexpected need for emotional support. In the months of February and March 2009, Troy demonstrated a need for a more intense level of emotional support than Laura typically provided in any of the TRI sessions I observed of her in the months of November, 2008- January 2009. Laura admits being "shocked" by some of Troy's needs (e-mail, June 11, 2011). Laura used the TRI Affordances of Coaching, Technology, One-on-One Format and TRI Reading Strategies to generate the support *she* needed to be able to support Troy. Through her interactions with Troy during these times of intense levels of support, she changed her thinking about readiness.

TRI Reading Strategies as emotional support. Laura used the strategy of *Change One Sound* as a way to support Troy when personal conversations during reading sessions became

painfully emotional for him. For example, Laura asked Troy about traps used for hunting as *trap* was a word Laura was going to ask Troy to build using the phoneme cards. She wanted to be sure he knew the meaning of the word and so related it to hunting, an activity she knew Troy regularly engaged in with family members as a source of income. Troy explained what kind of trap he used, showing he knew the meaning of the word. He went on to tell of a particular hunt where he and his family had two coyotes in a trap, one being a rare white coyote and the other a more common reddish color. Troy looked as if he were going to cry talking about his uncle shooting the "pretty white one." Laura responded to Troy's emotions by focusing him back to the word work at hand and asking him to manipulate the sounds within the word *trap*. She added her opinion that hunting is a necessity for some people and traps are part of hunting sometimes. Troy responded well to Laura's attempt to refocus his attention back to the academic work and possibly also to her sanctioning of hunting. He quickly lost the look of pain and was successful with the reading strategy, *Change One Sound* (iChat, February 2, 2009). Laura's provision of instruction served as emotional support for Troy.

Another example of the use of *Change One Sound* as emotional support came when Laura asked Troy to change one sound in the word *raft* to make the word *draft*. She again wanted to support his vocabulary and asked him if he ever felt a draft in his house. Troy's face pinched as though he were trying not to cry at the mere mention of his home. Laura made her voice very quiet and told Troy the meaning of the word draft. She then encouraged him to try to use the word when he got home that night to impress his mother with his new vocabulary word. Troy seemed excited by the thought of doing so. Laura once again refocused Troy to the word work at hand and his expression of sadness quickly left (iChat,

February 2, 2009). Laura's instruction, delivered with kindness and a gentle tone, was again emotional support for Troy.

Re-reading for fluency as emotional support. The TRI Reading Strategy of *Re-reading for Fluency* was used in the same manner as *Change One Sound*; as emotional support when personal conversations became emotionally painful for Troy. This phenomenon was observed during a reading session on March 2, 2009. In this session, Troy stopped unexpectedly from re-reading his book and began talking about stressful events that occurred the previous day. Troy told Laura:

> (We moved yesterday and) it feels really different at our house because we've never been there. My mom she doesn't care if she has to do it by herself cause she's pregnant and she doesn't care if she has to do it by herself she's like (putting things away in the house wherever she wants to put them, not where someone else wants her to put them). . . . Even (though it is only the downstairs of a house that we are renting) we are happy . . . We were lucky enough to come up with the money (for rent). (iChat, March 2, 2009)

Troy rubbed his face and eyes often in an attempt not to cry. Laura sat very close to Troy and focused him on his book. She complimented almost each word as he read. When Troy finished reading, Laura acknowledged his home challenge and, once again, encouraged him in his reading by telling him, "It's Monday and you moved yesterday and you're tired, but you know what? You're doing great" (iChat, March 2, 2009). Laura's steady focus on Troy's reading alleviated Troy, at least temporarily, from the painful thoughts of his recent move and allowed him to be successful in completing his book. Laura acknowledged Troy's home situation, but not until a point that she could compliment his success and perseverance in reading. Laura's decision to focus Troy on his reading was her way of providing emotional support.

In times when Troy expressed emotional pain, Laura responded by providing an instructional support *as* emotional support. I analyzed Laura's emphasis on academics in the midst of painful emotions for Troy as her way to be sure he was successful in school as this was something she could provide that would make an immediate difference in his life. Her focus on academics allowed Troy to be successful so that Laura could point out something positive to him amidst otherwise painful happenings. I considered an alternate explanation for Laura's use of instruction during tense emotional episodes as her own discomfort in dealing with Troy's problems. However, in member-checking with Laura about her rationale for this type of support, she reflected:

> Focusing on what he didn't have and being shocked by it would simply not help him because I had no control over this. I recognized the challenges in Troy's life; he really felt responsible for his mother's safety. His mother is very young and I think she has several more children after Troy. That was his life but I respect Troy. I respect what he can do and how he manages. I don't disrespect him by feeling sorry for him. We had to work. We had to do TRi. It was the single most important way i could make a difference in his life. Having said that, I understood that he was tired, that there were issues at home, blah, blah, blah, but I believed that he and I working together without letting up, respecting each other, and keeping our eyes on the prize, was what we needed to do. (L. Pendergast, e-mail, June 22, 2011)

This evidence convinced me of the former explanation for her choice to provide instructional support in Troy's times of high emotional need.

Lost Pocket Phrases as an opportunity to provide emotional support. Troy's loss of his Pocket Phrase cards needed during a TRI session was made to be an opportunity for emotional support for him by Laura. On March 2, 2009, Troy arrived at his TRI session without the Pocket Phrases Laura made for him. Troy had not slept the night before as he was helping his family move. He looked distressed at his unpreparedness, but Laura quickly supplied him with an excuse for his loss of materials and some emotional support. She

offered, "Do you think they (the Pocket Phrase cards) got lost in the move? Do you think you need another set?" (L. Pendergast, iChat, March 2, 2009).

Troy, relieved, responded "OK. (I won't lose my cards again because) we're not moving anymore" (iChat, March 2, 2009).

Laura used the time needed to *ready* instructional materials to also provide emotional support. As Laura got the new set of Pocket Phrases ready, she and Troy discussed his new living conditions. She acknowledged his worry about mice in his new home and provided an optimistic conclusion:

> and what are you going to do about the mice? Where did the mouse scratch (bite) you?... Were you sleeping? He came in your bed and scratched (bit) you? There must be a lot of mice then, huh? I'm sorry to hear that but I guess you're gonna get rid of them right (with mouse traps)? (L. Pendergast, iChat, march 2, 2009)

Historically, Laura would not have tolerated the loss of Pocket Phrases. However, Troy's descriptions of home life left Laura wanting to support him. She reached beyond her usual support of reassurance and accepted the loss of the Pocket Phrases as a chance to talk with Troy and make new phrases for him.

Pulling in emotional support from the coach. Laura used my virtual presence as a support for further emotional support for Troy. Troy finished reading a book about a dog during the February 2nd observation. The book was challenging for Troy and Laura supported his learning by focusing on how the pictures supported the text. She commented on each picture in the book as Troy read the accompanying text. At the end of the book, Troy looked nervous and tired. Laura praised him heavily and continued focusing on the last picture. She had Troy hold the book up to the webcam to share the picture with me. I was able to join the conversation about the picture and the reading because of this. Laura had never invited me into a session in this manner before this instance. She was able to use my presence on iChat

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as a way to provide more praise for Troy. Laura's recruitment of me in helping to bolster

Troy's confidence was evidence to me that his need for emotional support was at a level she

was not typically used to supplying.

Laura's use of my support for Troy increased my agency as a coach. Also, Troy's

emotional needs were unexpected by me and I felt I could, I had to, act outside of my usual

coaching when it came to Troy. I extended the manner in which I typically provided

feedback in response to Troy's obvious emotional pain. Now, my feedback included not only

coaching concerning instruction as it usually did, but also coaching that emphasized her

emotional support to Troy. For example:

> Hi Laura,
> I want to talk first about Troy himself. He is an exceptional person. Troy, while he still gets frustrated and nervous, does seem more confident than when I first saw him. Hearing Troy's story about moving yesterday, when he quotes his mother and shows his "mouse bites" (most likely rat bites that he demonstrates and tells he received them while sleeping) are clearly times he needs to talk. Troy is comfortable with you. And for me, I am honored to watch and learn from your example of providing both emotional and instructional support to a student. Troy does need both. I mean, all kids do, but Troy especially. This is a kid that stays in my thoughts long after ichat is disconnected. I want very much, as I know you do, to see him soar academically. (J. Gunther, e-mail, March 2, 1999)

And:

> Hi Laura,
> As always, it was a pleasure to see Troy and you. Troy looks more and more confident each time I see him . . . You are always so positive and specific with your feedback to Troy . . . For example, Troy very often relates what he is reading to a personal experience. You are sure to tell Troy that this is a self-to-text connection and that good readers make such connections. Troy, as shy as he is, cannot hide his own pride at these times. It is wonderful to witness these times!! . . . Thanks for your good hard work, Laura. Troy is always the highlight of my (every other) week!
> Jeanne (e-mail, March 19, 2009)

I also provided feedback directly to Troy, which was a new practice for me as a

coach. Encouraging communication from me to Troy was used to help Laura's efforts at

providing emotional support to him and to satisfy my own need to reach out to him. I used instant messaging and e-mail to Troy as a means to give him praise and provide another source of emotional support. For example, during his fifth reading session, I instant messaged the following:

great reading!

nice job!!!

very good reading!!

those are some hard pocket phrases—and you read them beautifully!!!

11:43 AM

good chunking, good reading

the reading of these big words went SO well!!!

WONDERFUL

11:57 AM

you really seemed to enjoy the sheep book!

and the connections you made to vocabulary (shrug) and the action in the book (your friend missing the back of the truck) show what a strong reader you are.

12:02 PM

i loved all of this great work! (J. Gunther, instant message via iChat, March 2, 2009).

And after his fifth session I e-mailed to say:

Hi Troy!

Your reading today was so good! It was better than good! It was great! I loved hearing you read about Biscuit the dog and also the "Down by the Station" book.

You have some hard pocket phrases, but you have practiced them and read them very well.

Thank you, Troy. I am learning a lot from you about how to be a good reading teacher.

I am glad to hear you and your mom are happy in your new house.

I will see you on the computer very soon.

Enjoy the snow!

Your friend, Jeanne. (e-mail, March 2, 2009)

Troy surprised both Laura and myself with his stories of coyotes and mouse bites and moving. His words and situations were confronting and Laura and I scrambled to respond using the resources we had at hand.

Post Script: Readiness is a result of preschool and academic support at home.

Earlier in this section I documented Laura's thoughts about Troy's un-readiness due to his lack of preschool experiences. Indeed, he entered kindergarten late and entered first grade without knowing the names of letters. However, on March 25, 2009, Laura reported Troy was "on par with many of the other students in the class." This relatively short amount of time showed Troy as having "caught up" with his classmates in spite of his lack of preschool experiences. Laura's change of thinking about the idea for readiness to read based on preschool experiences was evident in her e-mail to me while member-checking. She said:

> I believe that understanding that supporting academic achievement, especially in reading is the most important and urgent thing we can do for children who struggle, especially those who come to school without the resources *we think* are essential. [emphasis added] (L. Pendergast, e-mail, June 22, 2011)

By providing Troy with support for his unexpected emotional needs and being surprised by Troy's unexpected success, Laura changed her idea of readiness.

If they're here, they're ready. Laura reconsidered what it means to be "ready" for reading based on her One-on-One interactions with Troy. Ready wasn't about material items

or preschool. Earlier in the school year, Laura grappled with Drew's recurrent issue of leaving his glasses at home, sometimes resulting in his lack of participation in class until after 11:00am (see Appendix N). She also struggled with Eli losing his Pocket Phrase cards, resulting in the temporary dropping of that particular reading strategy (see Appendix L). However, after Troy's emotional story of moving, his own lack of Pocket Phrases was not seen as him being unprepared. Instead, Laura used the space of the One-on-One time to talk with Troy and get him a new set of cards. Laura's decision to work with Drew again, whether he had his glasses or not, may have been influenced by her new idea of student readiness. Also, Laura reported wanting to serve other TRI students again as well as non-TRI students. Her idea of a student who was ready to learn and progress no longer included a history of preschool or the possession of material items for instruction. Her idea of a student who was ready now seemed to be any student who was in her class.

     Summary of from "not ready" to "not a problem." Laura entered the 2008/2009 school year with a definite conception of what a ready student might look like. She ended the year without mention or reference to readiness. Instead, she spoke diagnostically about her students, wanting to serve any child demonstrating a need.

     The One-on-One format allowed Laura to consider her students individually and know them well enough to know when their needs were instructional and when they were emotional. TRI Reading Strategies helped Laura in her provision of emotional support to Troy. Technology and coaching became a new way for Troy to receive emotional support and for Laura to gain help in her efforts to also supply emotional support to him. TRI Reading Strategies, Coaching and the TRI Weekly Meeting supported Laura's effective

instruction. Laura's effective practices, emotional and instructional, led to student success. That success triggered Laura's change of beliefs.

Summary of Laura's changes spurred by unexpected student responses. Laura was supported by each of the five TRI affordances examined in this study in changes she made that were influenced by Unexpected Student Responses. The One-on-One Format was a context that allowed Laura to know her students well. She gained responses that were unexpected in nature during her time spent individually with them. Laura grappled with previously held beliefs that contrasted with the student responses. As Laura sought to support her students through the affordances of the TRI, she changed her beliefs in three radical ways. The affordances were supportive in an integrated manner. The mix of One-on-One-Format, TRI Reading Strategies and Coaching played their usual and powerful role in promoting student success. Events in one affordance were linked to events in another, sparking a cycle of support for Laura and her students. This mix was first noted in Laura's Changes Spurred by a Quest for Community and was quite prevalent in her Changes Spurred by Unexpected Student Response. I supplied Figure 2 (*TRI Clinical Coaching and Teaching Model*) in Chapter 2. I provide that model again here as it captures the mechanisms behind the mix of these three affordances. The largest cog in this model can be seen as the One-on-One Format whereby the responses of the student begin a reaction in the cog labeled Classroom Teacher Pedagogical Content & Practice. That cog depicts the spurring of the teacher's diagnostic thinking. The teacher analyzes the student's response to determine TRI Reading Strategies to provide an instructional match for the student. The cog labeled University-based TRI coach engages the teacher in a discussion of the student's responses, enhancing the development of the teacher's analytic process.
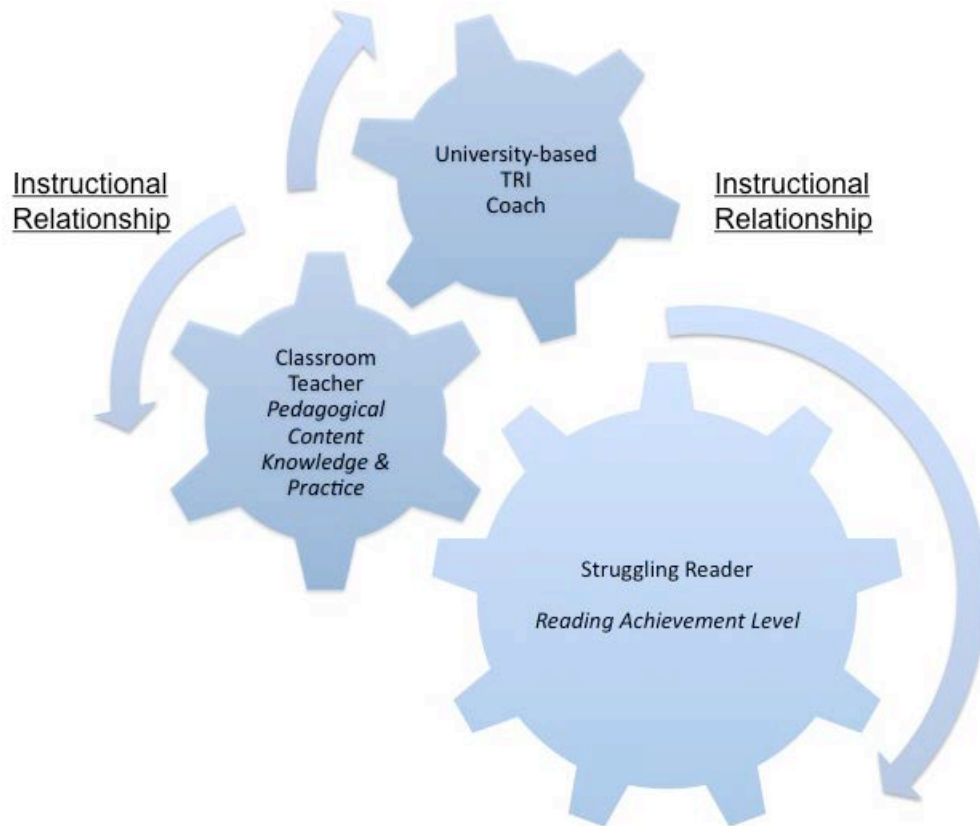
Figure 2. TRI Clinical Coaching and Teaching Model.

TRI Weekly Meeting was supportive of professional conversations that may have
facilitated richer Coaching. Technology played its usual role in facilitating the intervention.
However, in the last change documented, *Believer in Instruction without conditions: From
"Not Ready" to "Not a Problem"* showed how the TRI affordances can be creatively flexed
to provide support to the teacher as she supports her student. Laura's emotional and
instructional support of Troy during that change provided her with an experience that
challenged her prior beliefs.

Laura's changes can sometimes be, but not always, understood through Guskey's
Model of Teacher Change. Laura's change in thinking about the value of teaching in a One-
on-One format fits into Guskey's Model perfectly. Laura learned new practices in
professional development, implemented the practices, witnessed student success and

subsequently changed her belief about serving students individually. Laura's change of thinking about which students will progress quickly and which will not was somewhat explained through Guskey's model. Laura witnessed Troy's unexpected progress and that changed her view about Drew and his needs. This change fits into Guskey's Model. However, Guskey's model does not explain the more complicated mechanisms of how Laura grappled with what was an anomaly to her at the time. Guskey does not boast his model carries that capability, but certainly a more specific model would be helpful to professional development designers wishing to promote such worldview changes in teachers. Laura's change in her belief about readiness is explained through Guskey's model in that Troy's "catching up" with his peers was a surprise to her and contributed to her negating her original view of preschool being a determiner of who would be ready for instruction. However, Troy's great emotional needs as an impetus for change cannot fit neatly into the Guskian model. Troy's needs can certainly be a "change in student outcome" as Laura had not experienced this kind of response from Troy previously. However, the strength of the unexpected nature to the change warrants mentioning in a revised model.

Summary of Findings

The research question that guided this study was: *How do the affordances of a technologically-mediated professional development program and early reading intervention support teacher change in a teacher who emerged as an exemplar*? The five affordances examined were: Technology, TRI Reading Strategies, Coaching, TRI Weekly Meetings and One-on-One Format. It was not one individual affordance, but a predominant mix of affordances that provided the greatest support in Laura's changes. The One-on-One Format, TRI Reading Strategies and Coaching together formed a context powerful in eliciting student

academic success and unique responses. The One-on-One Format allowed Laura to know her students well personally and as readers. The content of those One-on-One sessions was the implementation of the TRI Reading Strategies. Student responses to the strategies provided discussion points for Coaching. Coaching served to promote diagnostic consideration of the student responses. The diagnostic decisions emerging from those conversations informed which TRI Strategies matched the reading needs of the given student. Those strategies were employed in the subsequent One-on-One reading session. Because the instruction was matched to the student's immediate pressing need, progress happened quickly much of the time. The progress of the student motivated Laura to continue implementing the new practices. A cycle can easily be seen in this powerful mix.

The TRI Weekly Meeting served a few supporting roles in Laura's changes. Before full implementation was taking place, the meetings allowed Laura to emerge as a leader by speaking on behalf of her colleagues. This leadership was definitely a change as Laura was an outsider among her coworkers in years prior to her participation in the TRI. The Weekly Meetings evolved to consist of conversations about students. Some conversation may be considered coaching. These conversations seemed to have supported the formation of a professional bond between Laura and I likely positively impacting the depth of Coaching.

Technology also played a few roles in supporting Laura's changes. Overall though, Technology was the tool facilitating full implementation of the intervention from a distance. While this may not seem an important claim, indeed it is. I see the affordance of Technology in supporting teacher change as the aspect to the intervention that was necessary to have all other aspects. Properly working Technology (and operators) supported teacher change by allowing for the powerful mix of One-on-One Format, TRI Reading Strategies and Coaching

to take place, resulting in positive teacher changes of beliefs and practices. Technological failures, however, halt that very dynamic.

The affordances were also found to provide more, very specific supports to particular changes. I have provided Table 4—*How the TRI Affordances Supported Change*—as a summary of both the types of changes made by Laura and the ways affordances supported those changes. The affordances supported teacher change in a manner somewhat depicted by Guskey's Model of Teacher Change (1986). Modification to his model to reflect the findings of this study holds the potential to better conceptualize how modern interventions' affordances can support teacher change.

Table 4

How the TRI Affordances Supported Change

Title and number of the Change	Description of the Change	Affordances Providing Support for the Change	How the TRI Affordances Supported the Change
Change #1. Membership in a Community of Technology Users: From a "Class in the Basement" to Front of the Class	Laura changed from being frustrated with the new technology to feeling proficient in its use.	Technology	Technology facilitated implementation and was used by Laura to solve TRI-related problems. Laura's success with technology positively impacted her view of herself as a user of technology.
		TRI Weekly Meetings	TRI Weekly Meetings were an opportunity to successfully connect with me via Jennifer's computer. The meetings may have supported her change by allowing Laura the experience of connecting and interacting via iChat. This was a stepping stone to connecting on her own.
		TRI Reading Strategies, One-on-One Format and Coaching	These three affordances supported the success of Laura's students, allowing her to view the technology positively. Since she found the practices of the TRI to be effective, she accepted the technology as part of the program. The One-on-One format afforded Laura the opportunity to gain positive student responses to the TRI Reading Strategies. Diagnostic consideration of student responses in tandem with Coaching allowed for instruction matched to individual students.
Change #2. Laura's Acceptance as a Coworker at Smithfield: From "Interloper" to Colleague	Laura changed from feeling like an outsider to becoming a leader among the teachers participating in the TRI.	Technology	Technology facilitated implementation for change to be documented and supported through the other affordances. As well the topic of technology difficulties provided a basis for Laura's need to defend the Smithfield teachers in their attempts to connect. Laura's defense of her coworkers was an event leading to their acceptance of her.
		TRI Weekly Meetings	TRI Weekly Meetings served as a platform for Laura to represent the Smithfield teachers. Her protective nature concerning her coworkers promoted their acceptance of her.

Table 4 (cont.)

Title and number of the Change	Description of the Change	Affordances Providing Support for the Change	How the TRI Affordances Supported the Change
Change #3. Membership in a Professional Community: From doing the "Expedient Thing" to Doing the "Right Thing."	Laura found a professional community. Through professional conversations she changed teaching practices from spelling-based to sound-based.	Technology	Technology facilitated implementation for change to be documented and supported through the other affordances.
		TRI Weekly Meeting	The TRI Weekly Meeting supported the formation of Laura's professional community with me. The meetings served as a place for us to negotiate feedback practices, strengthening the professional community she and I shared.
		TRI Reading Strategies, One-on-One Format and Coaching	These three affordances acted together to support this change. The One-on-One format afforded Laura the opportunity to gain unique student responses while implementing the TRI Reading Strategies. These responses were the basis for coaching discussions about the principle behind a particular strategy resulting in Laura's adoption of the TRI's sound-based practices of word work.
Change #4. Believer in the Benefit of One-on-One Instruction: From "Feeling a Little Bit Guilty" to "Wanting Them to Have That."	Laura's changed her consideration of One-on-One time being spent with students. She went from thinking the time was indulgent to necessary.	Technology	Technology facilitated implementation for change to be documented and supported through the other affordances.
		TRI Reading Strategies, One-on-One Format, Coaching	These three affordances worked together to support this change in Laura's beliefs. The One-on-One format afforded Laura the opportunity to witness immediate progress in her students. TRI Reading Strategies implemented during One-on-One time were the basis for coaching discussions supporting diagnostic thinking. Diagnostic thinking informed Laura's carefully matched instruction for the student, resulting in student success. Student success led Laura to believe the One-on-One Format was necessary.

Table 4 (cont.)

Title and number of the Change	Description of the Change	Affordances Providing Support for the Change	How the TRI Affordances Supported the Change
Change #5. Believer in Individually Considering Students: From Thinking "Challenging" to Thinking Diagnostically.	Laura's expectations of students' abilities to progress changed from being influenced by home factors to being based on diagnostic consideration of students' responses.	Technology TRI Weekly Meetings, TRI Reading Strategies, One-on-One Format and Coaching	Technology facilitated implementation for change to be documented and supported through the other affordances. These four affordances interacted with one another to support this change. The One-on-One Format allowed Laura to gain responses from Troy and Drew that she could not have gained in the larger class setting. These responses to the TRI Reading Strategies implemented were unexpected in nature. The responses were the basis for professional discussions during the TRI Weekly Meeting as well as coaching e-mails.
Change #6. Believer in Instruction without conditions: From "Not Ready" to "Not a Problem."	Laura's view of academic un-readiness as it influenced her teaching went from being a moderate problem to being no problem at all.	Technology, TRI Weekly Meetings, TRI Reading Strategies, One-on-One Format and Coaching	All five affordances worked together to support this change. Due to the One-on-One sessions Laura knew her students extremely well. She knew when their needs were emotional and when their needs were instructional. She used TRI Reading Strategies as both emotional and instructional supports. Technology also served in both of these roles. TRI Weekly Meetings and Coaching supported professional conversations concerning Troy. Troy's success in reading due to Laura's flexible use of the affordances supported her change of belief about readiness to learn.

CHAPTER 5

DISCUSSION

The purpose of this study was to discover how particular affordances of the TRI supported teacher change for the continued success and refinement of the program as well as the advancement of the field's understanding of technologically- mediated professional development programs. The research question that guided this study was *How do the affordances of a technologically-mediated professional development program and early reading intervention support teacher change in a teacher who emerged as an exemplar*? The TRI affordances examined were Technology, TRI Reading Strategies, Coaching, Professional Learning Community and One-on-One Format. Investigating how the affordances were supportive also allowed me to examine the nature of Laura's changes. The multitude of findings from Chapter 4 allows me to conclude Laura made positive changes in her practices and beliefs through her participation in the TRI. Laura's changes were supported by the TRI affordances in some unique ways influenced by the nature of the given change. Common to all changes though was support by a particular combination of the affordances. One-on-One Format, TRI Reading Strategies and Coaching together created a context fertile to individually considering students, leading to students' progress in reading. The TRI Weekly Meetings supported change by providing Laura with a forum for speaking on behalf of her coworkers. Laura's actions on behalf of her coworkers lead to their acceptance of her at Smithfield. The TRI Weekly Meetings were conducive to professional

conversations enhancing the Coaching aspect of the intervention. Technology supported Laura's changes mainly by facilitating full implementation, allowing other affordances to provide support. This answer to the research question provides a *broad* picture based on the most predominant findings.

This dissertation produced six major thematic findings describing the nature of Laura's changes and the affordance support related. Each of those 6 thematic findings was comprised of a multitude of sub-findings. These sub-findings represented milestones along the way in each of the six journeys to change documented. Because of the quantity of findings, I will not discuss each at length in this chapter. As a broad picture of the way the TRI affordances supported Laura's changes has been presented, I have chosen to discuss several of the sub-findings in this chapter to illustrate a finer image of particular affordance support. Following the discussion I propose a modified version of Guskey's (1986) path model of teacher change. Guskey's original model provided a beginning picture of a possible path to teacher change and was helpful as I entered analysis. However, after analyzing Laura's experiences using the affordances of the TRI, I found that Guskey's model was useful for explaining some of the phenomena I documented, but not others. I offer this new version of his model as a means to consider the roles of teacher characteristics and the given affordances in facilitating change. I conclude this chapter by naming limitations of the study and making suggestions for further research.

<div align="center">**Discussion of Selected Sub-findings**</div>

I have chosen four sub-findings I considered to be particularly salient to discuss in greater detail. I based my perception of saliency of the sub-findings describing changes that I felt might impact student growth in reading to the greatest extent. These sub-findings allow a

deeper look at *three* phenomena presented in Chapter 4. The three phenomena are: the building of the coach/teacher relationship, perception of the influence of students' backgrounds on reading instruction, and the emergence of transfer of learning.

The Building of the Coach/Teacher Relationship

   It's personal before it's professional (p. 91). Recall this sub-finding suggested that formation of a professional community of coach and teacher may best be fostered by initially creating a personal relationship. It also suggested that the coach's relationship with the student should be personal, or at least show some understanding of the child more holistically than just as a reader. The TRI affordance of Coaching was a key support in Laura's change from feeling she had no community to feeling a part of a professional community. Coaching supported her change by being a flexible role, allowing for a foundation for a trusting relationship. By flexible I mean at times the interactions between Laura and I were personal in nature, at other times professional. The personal nature to my role as coach was central in building trust for our professional relationship. As mentioned in Chapter 2, the role of a literacy coach has been conceptualized in a variety of ways (Deussen et al., 2007; Walpole & Blamey, 2008; Walpole & McKenna, 2008). The elusiveness in creating a static definition of coach was pointed out as a possible factor in the mixed findings on coaching published thus far. For this reason, research providing an understanding of both the role of a coach *and* details on how the coach served the teachers in the context of the given study is needed. The thick descriptions of coaching interactions in this dissertation, while formed for a specific initiative, may be helpful informing a conceptualization for the role of a coach in new programs.

Coaching was a new context for Laura; one that was vastly different from the professional isolation she experienced at Smithfield prior to her involvement in the TRI. For Laura, discussing her practice with a person she did not know well yet on a personal level was initially daunting. Laura's hesitancy to respond to my professional feedback early in the school year concerning her work with Eli demonstrated this. It is possible that after more experiences with coaching as a practice, even with a new coach Laura may not need the personal relationship to be built first. It may be that the *practice* of coaching, not just the coach, was so unfamiliar at the outset that Laura needed a personal relationship as a foundation for the professional one. Laura's need to build trust is consistent with professional development literature describing the importance of trust in a teacher/coach relationship (Rainville & Jones, 2008; Shaw, 2006; Swinnerton, 2007; Walpole & McKenna, 2008). It has been suggested that one strategy a coach might employ to begin building trust with a teacher is to present herself as a learner in the process. The rationale for this kind of positioning is to reduce the feeling that there is a power relationship with the coach holding the knowledge over the teacher (Rainville & Jones, 2008). I did not find evidence that I positioned myself as a learner; rather the trust was built by demonstrating vulnerability in another way; allowing Laura to know me personally and making an effort to know Laura and Eli more personally. Also, my e-mail conversations with Laura clearly showed I allowed her to guide our early interactions thereby dispelling a power relationship. In my memos I found notes describing my intimidation by Laura and all of her great accomplishments in education. It is very possible that intimidation is what led my role as coach to be a flexible one. If I had chosen a different teacher for my case study, I am not sure I would have discovered this phenomenon of a need to build a relationship personally before professionally. If the role of

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Coach in the context of the TRI had been a rigid one, focusing immediately *only* on teacher practice, Laura may not have found the community she wanted.

Indeed the nature of the coach/teacher relationship needed to be individualized to support both Laura's need for trust and professional conversations about practice. Just as Laura provided instruction that was emotionally and instructionally supportive to her individual students, I provided similar instruction to Laura. The *TRI Clinical Coaching and Teaching Model* discussed in Chapters 2 and 4 is repeated in this chapter to show this kind of interaction (Ginsberg et al., 2010). In Chapter 2 this model was provided to introduce the role of the coach in the TRI. In Chapter 4 this model was presented to depict the way the mix of affordances operated in conjunction with one another. Here, I present the model to highlight the relationships between the coach and the teacher. In a TRI session it is the student's responses, in a context of an instructional relationship, that fuels the coaching process. The teacher makes a diagnostic decision and provides instruction matched to the student. The coach is depicted as responding then to the decisions and practices of the teacher within the context of an instructional relationship. Laura's need for a trusting personal relationship with me was an emotional support she required to be able to receive the instructional support of learning about her practice. The combination of her personal relationship with me and her professional relationship with me constituted our *instructional* relationship. Our instructional relationship was needed to provide Laura's students with the best possible instruction in reading: a goal she and I shared.
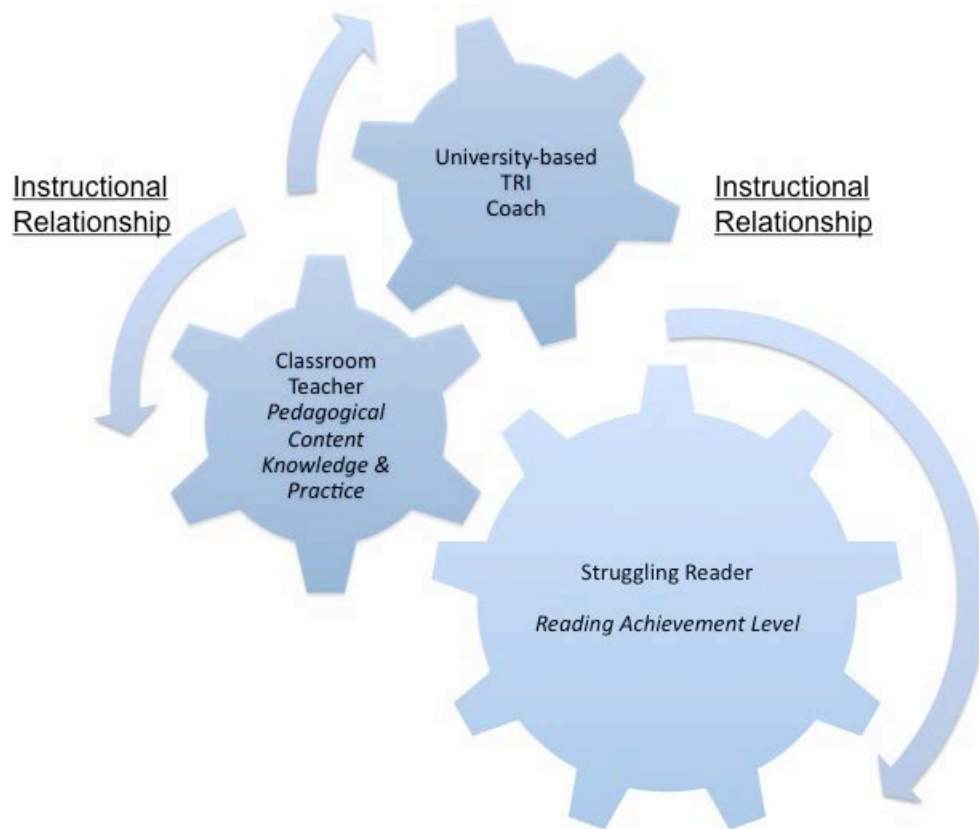
Figure 2. TRI Clinical Coaching and Teaching Model.

Negotiating the space of coaching/professional community aimed at critiquing teacher practice is best fostered through indirect coaching (p. 94). Professional conversation with the goal of changing instructional practice is successful when the nature of the feedback from the coach is student focused with indirect suggestions for change of teacher practice. The TRI affordances of Coaching, One-on-One Format and TRI Reading Strategies were instrumental in Laura's change from professional isolation within her school to becoming a part of a professional community. The TRI Reading Strategies, implemented during One-on-One time, supported this change by creating a new context for reading instruction. The format and practices contrasted Laura's typical. These two affordances, TRI Reading Strategies and One-on-One format, allowed Laura to gain responses from her students she simply could not have in a basal-driven whole-group format. Those student

responses were then the basis for my coaching feedback. Coaching supported this change by discreetly initiating a professional dialogue about student responses. The affordances of TRI Reading Strategies, One-on-One Format and Coaching formed what Guskey (1994) might term an "optimal mix" of components particularly powerful in supporting teacher change of practice. While Guskey (1994) encouraged the creation of an optimal mix for any given intervention, he did not provide an example of such a mix. As well, I have not been able to identify any studies of TMPD's promoting particular mixes of affordances. The affordances of TRI Reading Strategies, One-on-One format and coaching comprising the powerful TRI mix are integrally related and stand as an *optimal* example.

My suggestions for changes to instruction that were best received by Laura were those phrased as questions, student response focused and delivered via e-mail. Teachers' resistance to feedback or advice from literacy coaches pervades professional literature (Al Otaiba, Hosp, Smartt, & Dole, 2008; Gersten, Morvant, & Brengelman, 1995; Lynch & Ferguson, 2010; Toll, 2005; Walpole & McKenna, 2008). Improving personal communications with teachers is one strategy suggested for overcoming resistance to feedback (Lynch & Ferguson, 2010). The findings of my study reinforce that suggestion as an effective one.

However, my discretion in providing feedback most likely did not solely encourage receptivity on Laura's part. Laura was clearly a motivated teacher. Laura's motivations, described in this study as being "macro" and "micro," may have been part of the driving force that allowed her to seek and accept coaching rather than resist it. Because Laura held the motivation to make a difference in the academic achievement of the Smithfield students, she persisted with coaching even when some of the TRI Reading Strategies challenged her

beliefs. She gained experiences with coaching that were positive such as the ability to negotiate the nature of her feedback. These experiences created guiding images. As mentioned in Chapter 2, guiding images are teacher beliefs drawn from experiences both in and out of the classroom. These experiences influence teachers' instructional decisions (Goodman, 1988; Guskey, 1986; Nespor, 1987; Pajares, 1992; Trueba & Bartolome, 1997). Laura found the new guiding images more credible than those previously held, resulting in a need to change beliefs.

Implications for program designers. This discussion of the coach/teacher relationship implies building in time for coaches and teachers to form friendly relationships is conducive to the greater program. Ensure an affordance such as individual meeting time for the coach and teacher or e-mail is easily accessible for teachers and coaches to have conversations that are discrete.

Perception of the Influence of Students' Backgrounds on Reading Instruction

Family life predicts progress (p. 109). Laura did not predict rapid progress for Caleb, Troy, or Jisela. These three TRI students came from families with low incomes. Caleb and Troy were the two TRI students coming from families with low incomes *and* struggling with difficulties Laura associated with poverty. Laura believed the boys' home lives were cause for their challenges in academic work and therefore did not expect rapid progress from either student. It has been well documented that some teachers hold differing expectations of children based on their family income and gender (Auwarter & Auguete, 2008; Diamond, Randolf, & Spillane, 2004; Jones, 2004; Jussim & Eccles, 1992; Lupart, Cannon, & Telfar, 2004; Ready & Wright, 2011; Zaher, 1996). Studies suggest students tend to perform to match the expectations of their teachers; a phenomenon sometimes labeled The Pygmalion

Effect, Rosenthal Effect or Self-fulfilling Prophecy (Farkas, Grobe, Sheehan, & Shuan, 1990; Rist, 1970; Rosenthal & Jacobson, 1968). Laura holding this perception of her male students living in poverty seems to be an anomaly when considering her macro and micro motivations. Laura's work in education prior to accepting her job at Smithfield presents evidence of an educator who felt just the opposite of this perspective. However, it is possible Laura's beliefs about Caleb and Troy were shaped by her work-environment. Diamond et al. (2004) suggest teachers may become influenced by the student expectations *pre-existing* in the greater school/district setting. If Smithfield faculty held low expectations of male students of poverty, they may have changed Laura's views held prior to her employment there. The possibility of the group accepted expectations by the Smithfield faculty influencing Laura's views of some of her students may be worth investigating further. If expectations of students may be set collectively, by the larger faculty, perhaps *re-setting* those expectations could be addressed in groups during professional development. The TRI Weekly Meetings could very well be a place to cultivate change of expectations of students.

Whether Laura's expectations for her male students of poverty were faculty-influenced or otherwise, Laura changed her expectations as a result of improved teacher/student relationships. As discussed in Chapter Two, an impressive body of research suggests a warm teacher/student relationship characterized by both emotional and instructional support for the student, positively impacts academic achievement (Birch & Ladd, 1997; Burchinal et al., 2002; Hamre & Pianta, 2001; Pianta, Belsky, Vandergrift, Houts, & Morrison, 2008; Pianta, Nimetz, & Bennett, 1997). The optimal mix of One-on-One Format, TRI Reading Strategies and Coaching provided a context for Laura to foster a connection with her students. In Chapter 2, I discussed a particular TRI study investigating

student gains in reading. This study by Vernon-Feagans, Gallagher, Ginsberg, et al. (2010) found children of differing genders and races made similar gains (2010). That exciting finding contrasted findings of other intervention studies (Foorman et al., 1998; Nelson et al., 2003; Torgesen et al., 1999). Vernon-Feagans, Gallagher, Ginsberg, et al. (2010) hypothesized the individualized reading sessions may have played a role in teachers possibly overcoming biases. Laura's work with Troy and Caleb provide further support for that hypothesis.

This optimal mix may be the reason also supported the immediate progress of both Troy and Caleb. Again, the context of the One-on-One Format allowed Laura access to student responses she most likely would not have gained in a whole-group setting. Laura's understanding of diagnostic thinking and how the TRI Reading Strategies supported the reading needs of her students also contributed to student progress. By analyzing student responses in terms of the TRI Reading Model (see Appendix B), Laura was able to implement TRI Reading Strategies supporting a particular skill needed by the student. Coaching was used flexibly by Laura to discuss student responses and provide reading strategies instructionally matched to student need. With such carefully matched instruction in the context of a warm relationship, Troy and Caleb demonstrated the fast progress initially unexpected by Laura.

Implications for program designers. This discussion of teacher's perception of student abilities leads me to claim the affordance of a One-on-One format to be essential for biases to be eliminated. As well, addressing bias during group meetings may prove to be successful in setting the workplace expectations of students high.

Emergence of Laura's Transfer of Learning

A dissertation about teacher change would be incomplete without an understanding of the changes as they relate to learning. A definition of "change" as per Merriam-Webster Dictionary is simply "to make different" ("Change," 2011). The definition of "change" as it specifically pertains to teacher-change is generally discussed in academic literature as a process of implementing new practices or demonstrating evidence of new beliefs (Fullan, 1993; Guskey, 1986; Wirth, 2004). Whether using the dictionary definition of change, or examining change as a more complex process, the notion of *sustaining* the given change/s is another matter. Recall the concern presented about rural schools obtaining high-quality professional development in the **Review of the Literature** (see page 15). Rural schools have specific challenges relating to obtaining high-quality professional development (Cullen et al., 2006; Hodges, 2002; Vernon-Feagans, Gallagher, & Kainz, 2010). A professional development program considered high-quality, is necessarily one that could produce *lasting* impact on teachers' practices (NCLB, 2001). While this study found a multitude of changes made by Laura and examined the ways in which those changes were supported by the TRI affordances, it did not seek to determine the sustainability of the changes. However some of the sub-findings described in Chapter 4 reflect Laura's changes as a powerful type of learning transfer. This type of transfer of learning is associated with sustainable change.

Transfer of learning can broadly be defined as an application of learned material from one context to another (Perkins & Salomon, 1988, 1992; Salomon & Perkins, 1989; Rebello, 2007; Reed, 1993; Thorndike & Woodworth, 1901). Perkins and Salomon (1988, 1992) and Salomon and Perkins (1989), prolific authors on the topic of transfer, contend the *type* of transfer demonstrated may be indicative of the depth of learning. Two types of transfer

named by these researchers are Low Road and High Road. Laura demonstrated both kinds of transfer. Low Road Transfer refers to the demonstration of learned concepts and skills in a context very similar to which the material was learned. Perkins and Salomon (1988) use the example of a person learning to drive a car applying those skills to drive a small truck. The contexts are quite similar. Laura demonstrated many instances of Low Road Transfer as she learned the TRI Reading Strategies. I will provide one brief example, as a Low Road Transfer is not surprising; especially not for a teacher considered exemplary. Laura demonstrated Low Road Transfer when she applied her knowledge of the TRI Reading Strategy of Change One Sound. She learned to perfect her implementation of Change One Sound through coaching while working with Caleb. She transferred that learning to correctly implement the strategy with Drew, the TRI student who followed Caleb in receiving the TRI (see ***Doing the "expedient thing," but in the right way***, p. 98). The context in which she learned the strategy was quite similar to the context of application.

More exciting, however, are the instances of Laura's demonstration of High Road Transfer. A High Road Transfer involves the conscious, purposeful transfer of practices in a context other than the context in which it was learned, demonstrating the learner's "deliberate search for connections" (Perkins & Salomon, 1992, p. 14). A high road transfer demonstrates a "deep learning" (Haskell, 2001). Deep learning is a crucial element for *sustaining* educational changes (Fullan, 2004, 2005; Haskell, 2001). Laura's High Road Transfers speak to both her thorough understanding of new principles of teaching reading and to the lasting nature of this learning. I selected the most salient of Laura's High Road transfers for discussion in the following section.

Doing the "expedient thing," but in the right way (p. 98). In Chapter 4, I explained how Laura perfected her implementation of the TRI Reading Strategy of Change One Sound by working with Caleb and then Drew (Low Road Transfer). Laura then began to modify the word work of the district-mandated basal to reflect the principles behind Change One Sound. Laura's modification of the basal is an example of a High Road Transfer. The learning context for Laura was that of a One-on-One reading session, implementing a specific TRI Reading Strategy focused on manipulating sounds in words. E-mailed coaching as well was part of the learning context. The target context (context of application) was Laura's whole-group instruction typically focused on rote spelling as per the basal. No coaching was part of this context. Laura changed the basal-provided lesson to focus on sounds. She did not replicate the TRI Reading Strategy of Change One Sound. Rather, she used the principle of a focus on sound to present the words required from the basal. This example of High Road Transfer shows Laura made deliberate connections from the context of the TRI to her greater class. The deep learning demonstrated suggests Laura's change in the teaching of word reading is one that will be sustained. This same type of transfer of TRI principles from One-on-One sessions to whole class instruction may contribute to an explanation of the significant reading gains of *non*-TRI students in the classrooms of participating teachers (Amendum et al., 2011).

How Laura's transfers of learning were supported by the TRI affordances. I view Laura's transfers as a result of both her personal characteristics and the affordances of the TRI. In an extensive review of research conducted on transfer of learning in adult education, Merriam and Leahy (2005) cite motivation as an influential characteristic. Laura's motivation to support the Smithfield students was evident throughout this study. These authors also point

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to the constructs of strong self-efficacy and positive learner expectations as factors conducive to transfer of learning. Again, these characteristics were obvious in Laura and documented in this study. Knowing this, programs wanting to promote transfer should build pre-program motivational strategies into their design. As well, building in an aspect to the program early on making use of examples of program success may encourage participants to hold positive expectations that the program will be effective. Just as teacher expectations of students were discussed earlier as impacting student success; adult-learner expectations of a program impact program success.

The TRI affordances were also supportive of transfer. The affordance of coaching engaged Laura in conversations about practice requiring her to be metacognitive. In fact, the diagnostic process of considering the responses of students is very much a metacognitive activity. Metacognition makes transfer of learning more likely (Perkins, 1992). By asking Laura to explain why she chose particular strategies or having her recount a particular reading session, telling me why she made choices about texts etc., the affordance of Coaching supported her transfers of learning. Encouraging Laura to be metacognitive is one teaching practice Perkins and Salomon (1988) refer to as "bridging." Bridging sets the learner on the path to High Road Transfer. The One-on-One Format and TRI Reading Strategies were also supportive of Laura's transfers. Within the One-on-One setting, Laura had many opportunities to practice and perfect her implementation of the TRI Reading Strategies. Her context for learning the strategies was the same context as it was for applying them—when the student remained the same. Perkins and Salomon (1988) refer to this arrangement as "hugging." Likelihood of Low Road Transfer in a hugging situation is high. Since Laura worked with more than one TRI student, her transfer of learning may take a Low

Road *if* the responses to the TRI Reading Strategies remained the same from student to student. Because Laura's readers were unique individuals with differing needs in reading, their responses were not necessarily similar, making High Road Transfers quite possible in the One-on-One setting. The TRI Weekly Meeting holds promise as a place for facilitating transfer. The conversations in the meetings did not reach the depth of metacognition that occurred in coaching conversations. Bransford and Schwartz (1999) claim, "An especially important aspect of . . . transfer involves people's willingness to seek others' ideas and perspectives" (p. 83). Smithfield's implementation was delayed initially and the TRI Weekly Meetings were not immediately a forum for sharing ideas and speaking freely about practice. I see the potential for the meetings to be a place rich in opportunity for transfer with the seeking of others' perspectives encouraged.

*Implications for program designers***.** This discussion on transfer of learning implies building motivation before and during implementation is beneficial to support transfer of teachers' learning. Strategies for building teacher motivation are addressed in the section to follow. The use of metacognitive coaching is an important affordance to include in a program design wishing to promote High Road Transfer. Programs wanting to design with transfer as a goal should also encourage and model the gaining of ideas and explanations from colleagues through an affordance such as a professional learning community.

A Proposed Modified Version of Guskey's Model of Teacher Change

I began this study with Guskey's path model of change as a theoretical justification for the expectation of documenting change in Laura's beliefs and practices (see Figure 1). I was aware it may not hold the explanatory power of the intricacies of the process of change, but it was a general structure for guiding my analysis. My analysis has informed a modified

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version to Guskey's model speaking specifically to the process of change for Laura in the

context of the TRI. In this section I present and discuss the domains of the new model (see
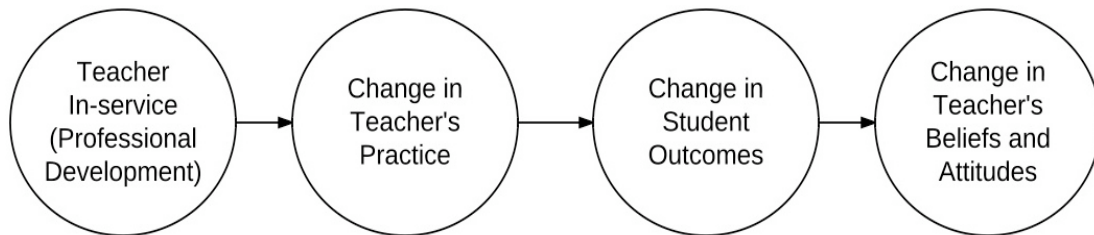
Figure 6, Modified Guskian Model of Teacher Change).

Figure 1. Guskey's model of teacher change in the context of a professional development
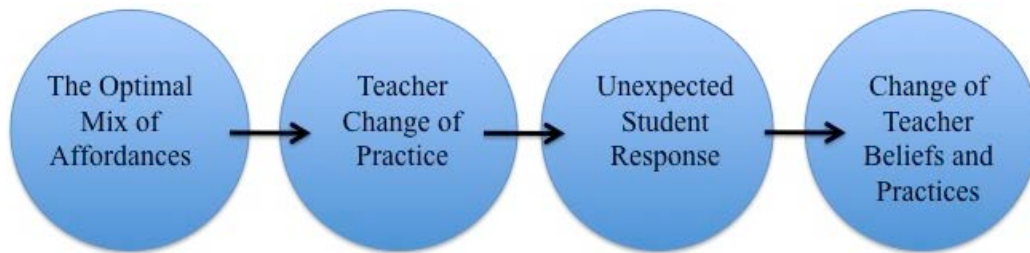
program.

Figure 6. Modified Guskian Model of Teacher Change.

The Optimal Mix of Affordances

The domain of The Optimal Mix of Affordances encompasses One-on-One Format,

TRI Reading Strategies and Coaching . This domain is essentially the same as Guskey's

original model. Guskey left his first domain open to house a given type of professional

development. I have just specified "The Optimal Mix of Affordances" to demonstrate the

particular strength of the TRI found in this study.

Teacher Change of Practice

The domain of Teacher Change of Practice refers to the teacher's implementation of

any or all of the affordances. It is noteworthy to add that the use of coaching as a practice can

be seen in this domain. The labeling of this domain remained the same from Guskey's original.

Unexpected Student Response

The domain of Unexpected Student Response is a slight departure from Guskey's "Change in Student Outcomes" domain. Guskey's labeling of his domain was broad enough that it could infer that the change was of student attitude or academic progress or, even, academic difficulty. However I believe it was the element of surprise that made the student response imprint itself on Laura. The unexpected responses of her students created immediate and powerful guiding images.

Change in Teacher Beliefs and Future Practices

Guskey's final domain ends at a change in beliefs and attitudes but does not address the ensuing impact on instruction. As discussed in the Literature Review, teacher beliefs drive instructional decisions (Deford, 1985, Nespor, 1987; Pajares, 1992; Richardson, 1996; Richardson, Anders, Tidwell, & Lloyd, 1991; Wilkins, 2008). Laura's changes in response to unexpected student responses lead to a change of beliefs. Laura's new beliefs may lead to a sustained change in her future practices. For this reason, I have added "future practices" to this final domain. I have left out the term "attitudes" as attitudes are based on beliefs and only beliefs were addressed in this study.

Implications for this Model

This model is useful in demonstrating the process of teacher change supported through well-designed professional development programs. The high support provided to Laura in the second domain seems to be key to her success in making important changes. The affordance of coaching and the practice of interacting with a coach notably ensure new

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practices are given a try. After practices are implemented there is an opportunity to witness an unexpected student response. The strength of including coaching into a professional development model is that it is the particular affordance that makes certain new practices will be implemented.

Not included in the proposed model is a given teacher characteristic that may support the entire process of change. There may be a role for a particular teacher characteristic such as motivation that could be added to this proposed modified model of change. If so, there is a further implication of the model. Laura demonstrated motivation from the very beginning to implement new practices. However, not all teachers will. Building motivational techniques into the program design may support greater implementation and teacher motivation. Cave and Mulloy (2010) provide the following suggestions to build implementation:

- Monetary incentives

- Recognition such as presenting at a conference

- Attention from program directors

- Discuss the research supporting the need for the program

- Provide ongoing support

- Scaffold implementation

High implementation will increase the likelihood of student achievement. Student success is a motivating factor for teachers (Cave & Mulloy, 2010; Hardré, Sullivan, & Roberts, 2008).

These motivational techniques are helpful, but speak mainly to supporting motivation once the program is underway. Pre-program strategies to build motivation for teachers would also be useful but research specific to teachers could not be found. For this reason, I name this topic in the section *Suggestions for Future Research*.

Limitations of the Study

The greatest limitation of this study was the late start to full implementation at Smithfield. The TRI Weekly Meetings were not used to talk about practice or encourage teachers to seek advice from one another. While the meetings did support Laura in becoming a leader at Smithfield, I did not have enough evidence to make strong claims about the support possibilities. It may be that the TRI Weekly Meeting is an integral part of the optimal mix of One-on-One Format, TRI Reading Strategies and Coaching. For this reason, I list further investigation of the TRI Weekly Meeting in the section to follow.

Another great limitation to this study was access to Laura's greater class setting. The opportunities to gain insight into transfer of learning were limited because of this. As well, opportunities to observe the TRI students when they are transferring their new reading skills to lessons required outside of the TRI may have allowed for more specific coaching.

My close working relationship with Laura may be seen by some as a limitation of this research. I believe this relationship as a means to gain access to the research context, but serving as both the coach and researcher is not the norm in reading research. My analysis of Laura's responses was certainly impacted by my dual role in this work. It is quite possible that I missed opportunities to more broadly understand the role of a coach in supporting teacher change. My close relationship with Laura and her students created a lens that was so unique to this study that the findings may be difficult to serve as representative of other coaching situations.

Suggestions For Future Research

Investigations examining the TRI Weekly Meeting are needed to make claims about the strength of this affordance in supporting teachers. The data for Smithfield meetings were

atypical due to the delayed implementation. New investigations including data from many experimental sites may lead to understanding of the power of the TRI Weekly Meeting as an aspect to the optimal mix of affordances supporting teacher change.

Follow-up research to the Amendum et al. (2011) study would be useful to gain understanding about the lasting nature of teacher change in the context of the TRI. Their 2011 study found comparison students at experimental sites made significant gains over comparison students at control sites. This finding may mean the teachers have become more diagnostic in their thinking across students. Discovering if teachers' changes were sustained over time would further our understanding about the depth of impact of the TRI on teacher change.

Research concerning motivation building prior to program implementation is needed. My Modified Model of Teacher Change demonstrates motivation as a factor surrounding the entire change process. Teachers enter professional development with a variety of motivations. Strategies informing how to build motivation specific to fostering positive student outcomes would be helpful for professional development programs seeking to inspire teacher change.

Conclusion

Teacher change can be facilitated through carefully considered professional development. The TRI provides affordances that support motivated teachers for the immediate success of their students leading to important changes of beliefs and practices.
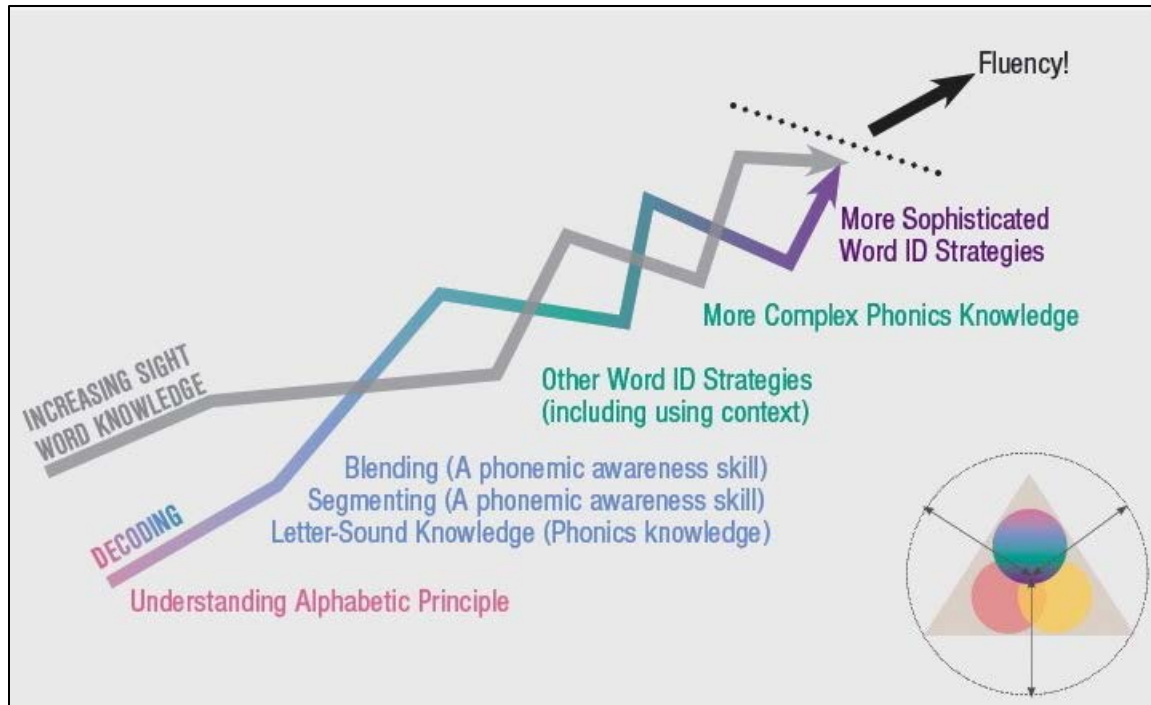
Appendix A

TRI Reading Model
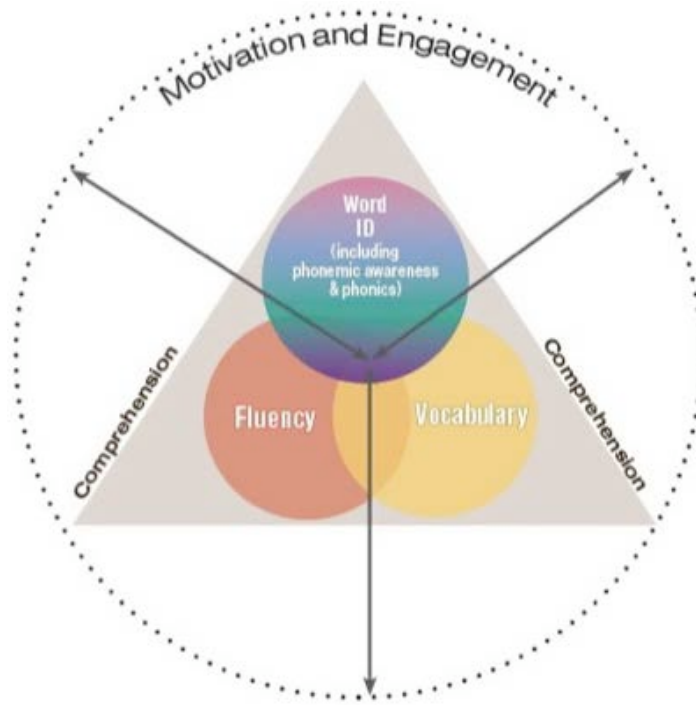
Appendix B

TRI Model of Decoding and Sight Word Development

Appendix C

Discussion Checklist

Teacher _____ School Consultant _____ TRI Consultant _____ Date _____

Student _____ **TRI Discussion Checklist**

Re-Reading for Fluency

___ Re-reading a book read recently	___ Book at child's independent reading level
___ Timing student's rate, if useful	___ Specific positive feedback
___ Graphing student's rate, if useful	___ Teacher models good rate and phrasing, if necessary

Word Work   Appropriate level of words: ___ SW ___ C1S ___ R, W, & S ___ PP

Segmenting Words
- ___ Target sounds laid out on board
- ___ Teacher says sounds as she points to each sound
- ___ Child says sound as she moves it
- ___ Child segments each sound
- ___ Teacher asks child to blend sounds at end
- ___ Teacher elaborates on word's meaning, if necessary
- ___ Teacher stretches out word; not segmenting
- ___ Teacher offers specific positive feedback
- ___ Teacher "responds to the response"
- ___ Teacher moves quickly between words
- ___ Child checks sounds at the end, if needed

Change One Sound
- ___ Target sounds laid out on board
- ___ Teacher stretches out word as she points
- ___ T: "Change ____ to _____."
- ___ Child says sound as she moves it
- ___ Teacher elaborates on word's meaning, if necessary
- ___ Teacher stretches out sounds
- ___ Teacher offers specific positive feedback
- ___ Teacher "responds to the response"
- ___ Teacher moves quickly between words

Read, Write, & Say
- ___ Target word written on board/paper
- ___ T: "Will you read this word? I'll help."
- ___ T: Guides the child to blend as she goes
- ___ Teacher models blending as she goes, if needed
- ___ T: Encourages child to copy her, if needed
- ___ Teacher elaborates on word's meaning, if necessary
- ___ Child writes word
- ___ Child says sound as she writes it
- ___ Teacher offers specific positive feedback
- ___ Teacher "responds to the response"
- ___ T: Moves quickly between words

Pocket Phrases
- ___ Reviews past phrases
- ___ T: reads new phrase aloud as she points
- ___ T: Stresses some sounds in words
- ___ Child reads aloud
- ___ Child re-reads phrase
- ___ Teacher elaborates on word's meaning, if necessary
- ___ T: Flashes phrases cards
- ___ T: Asks child to keep in pocket & review
- ___ Teacher offers specific positive feedback
- ___ Teacher "responds to the response"

Guided Oral Reading

- ___ T: Introduces books/Sets purpose
- ___ Book at instructional level
- ___ Child reads aloud
- ___ Child engaged with text
- ___ T: Offers word-level feedback where appropriate
  - ___ Phonemic manipulation feedback, if needed
  - ___ Phonics knowledge feedback, if needed
  - ___ Using context feedback, if needed
- ___ Teacher offers specific positive feedback
- ___ Teacher elaborates on word's meaning, if necessary
- ___ T: Scaffolds comprehension
- ___ T: **Coaches comprehension strategies**
  - ___ Making predictions
  - ___ Summarizing
  - ___ Making connections
  - ___ Making inferences
- ___ T: **Asks child to respond at the end**
  - ___ Child retells
  - ___ Child's personal response
  - ___ Child synthesizes

Directions for TRI Extensions? _____

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"What's the student's most pressing need?"

Diagnostic Map

TRI

Student _____   Date _____

Assessment-Based plan	Assessment of Today's Work	Moving Forward

Re-Reading for Fluency

Text

_____

_____

Rate the reading				Text Difficulty		
1	2	3	4	Too easy	Just right	Too hard

☐ Model fluent reading, this text
☐ Re-Read the same text
☐ Show off to class or adult
☐ Move to next text

Word Work

Change One Sound

Target Sounds

_____

Word Chain

_____

Able to manipulate phonemes in….		Frequent phonics errors
3-sound words?	4-sound words?	

☐ Repeat changing w/ 3-sound words
☐ Begin/Repeat changing w/ 4-sound words
☐ Repeat sound(s) _____
☐ Move to new sound _____
☐ Fade to oral only

[Green]

Sort, Write, & Say

Quick Review of Sounds

_____

Focus Sound

_____

Understands concept that one sound can have multiple spellings		Spellings of target sound to learn
Yes	No	

☐ Repeat sound _____
☐ Move to new sound _____
☐ Repeat sound 2+ sessions from now ____
☐ Fade this activity

Word Division or Search for the Sound

_____

_____

_____

Strong in Segmenting by Sound?		Spellings of target sound to learn
Yes	No	

☐ Repeat w/ same sound _____
☐ Repeat w/ a mix of sounds ____
☐ Repeat sound 2+ sessions from now _____
☐ Search for same sound _____
☐ Add to Sort, Write, & Say sheet
☐ Search for one sound _____ & then another
☐ Repeat 2+ sessions from now

Try One Strategy _____   *Flexible w/ the Try One Strategy?* _____

Pocket Phrases

Review

_____

New

_____

Is the reading automatic?		Needs review of word or phrase
Yes	No	

☐ Repeat phrase(s) _____
_____
☐ Teach new phrase _____
_____
☐ Target word(s) _____
_____
☐ Fade this activity

"What's the student's most pressing need?"

Guided Oral Reading

Assessment-Based Plan	Assessment of Today's Work	Moving Forward

Assessment-Based Plan

Text: _____

Level: _____

Assessment of Today's Work

Text Difficulty

Frustration	Instructional	Independent

Moving Forward

- ❑ Select an easier text
- ❑ Buddy read w/ teacher
- ❑ Student takes the lead

Word Recognition Focus

- ❑ Decoding
- ❑ Context Use
- ❑ Sight Words
- ❑ Try One Strategy
- ❑ Other _____

**Word Recognition –
Still needs work in**

- ❑ Decoding _____
- ❑ Context Use _____
- ❑ Try One Strategy _____
- ❑ Other _____

- ❑ Text w/ green level focus, especially the _____ sound
- ❑ Text w/ purple level focus
- ❑ Text with repetition or sight word emphasis

Comprehension Focus

- ❑ Summarizing (retelling)
- ❑ Making predictions
- ❑ Making connections
- ❑ Making inferences

Other _____

Comprehension—Still needs work in

- ❑ Summarizing (retelling) _____
- ❑ Making predictions _____
- ❑ Making connections _____
- ❑ Making inferences _____
- ❑ Other _____

- ❑ Text w/ obvious plot structure (for emphasizing retelling)
- ❑ Text likely to engage students
- ❑ Comprehension strategy to emphasize _____

Vocabulary Focus

Theme _____

Words _____

Vocabulary—Still needs work in

_____
_____
_____

- ❑ Move to another vocab theme
- ❑ Select another text on similar theme
- ❑ Elaborate & discuss word meanings
- ❑ Refer to TRI Picture Dictionary
- ❑ Help child create vocab web

Tomorrow's Text: ❑ Same as today ❑ New _____
_____

TRI Extensions

For Decoding/Phonics Knowledge
- ❑ Search for the Sound in text; add to Sort, Write, & Say worksheet
- ❑ Sort word cards w/ same sound(s) by spelling
- ❑ Bingo, focus on _____ sound(s)
- ❑ Object/Picture word matching
- ❑ "Crazy Longs" card game of sound _____
- ❑ Write & practice "saying sounds as you write"
- ❑ Play "I spy" w/ focus sound _____

For Fluency/Sight Word Development
- ❑ Re-Read text to/with peer (2+ times)
- ❑ Re-Read text to/with adult (2+ times)
- ❑ Read-along w/CD/tape/computer
- ❑ Show-off to class or adult
- ❑ Sight word bingo/other game
- ❑ Record self on CD/tape/computer

For Comprehension
- ❑ Retell story to peer or adult
- ❑ Act out story for peer(s) or adult
- ❑ Put on puppet show of the story for peer(s)
- ❑ Tell a peer what he/she liked about a text or learned from the text
- ❑ Complete a graphic organizer
- ❑ Write about or draw a picture of (part of) story

For Vocabulary
- ❑ Re-Read or read-along w/ support of adult/CD/computer (fluency to support word meanings)
- ❑ Draw pictures of focus word(s)
- ❑ Read or look at text on similar theme
- ❑ Watch or listen to text/video on similar theme
- ❑ Other _____

For Motivation
- ❑ Select activity or text most likely to spur feeling of delight/success

First Grade Screener

Please Complete the Information Below

Teacher Name: _____

School Name: _____

07 Fall Screener

UNC STAFF REMOVE AND STORE IN LOCKED CABINET

Date Completed: _____/_____/_____

TID**:** _____

Participant Screening for First Grade

Below are some of the expectations typically listed as appropriate for students in first grade. In thinking about the students in your class, please classify all students in your class that are performing **above** these expectations, those who **meet** these expectations and those performing **below** these expectations.

- Demonstrates effective listening and speaking skills.
- Exhibits letter-sound knowledge.
- Recognizes high-frequency words.
- Uses decoding strategies.
- Uses writing to communicate meaning.
- Spells three and four letter words.
- Demonstrates appropriate letter formation.
- Follows directions.
- Participates in class discussions.
- Exhibits self-control.
- Works independently.
- Seeks help when needed.

Instructions for completing the Participant Screening for First Grade:
1. **From your class list, please copy the first and last names of ALL of the students in your class from lowest performing to highest performing (lowest =1, etc.).**
2. **In the Kindergarten Skills column, please mark an X to indicate whether that child performs BELOW expectations, the child MEETS expectations, or the child performs ABOVE expectations.**
3. **In the column to the right of the child's name please circle as many of the following options that may apply to the particular child:**
   "Ch" if you find the child to be particularly challenging to engage and instruct.
   "NE" if the child does not speak ANY English.
   "S" if the child receives special education services that prevent him/her from participating in classroom assessments.

How many students are in your class? _____ In this column, please list the <u>first and last names</u> of ALL students in your class.	First Grade Skills			Ch = This child is **challenging**. NE = This child does not speak any English. R = This child will make **rapid progress**. M = This child will **move** during the school year. S = This child does not participate in assessments.
	Below expectations	Meets expectations	Exceeds expectations	
1.				Ch NE R M S
2.				Ch NE R M S
3.				Ch NE R M S
4.				Ch NE R M S
5.				Ch NE R M S
6.				Ch NE R M S
7.				Ch NE R M S
8.				Ch NE R M S
9.				Ch NE R M S
10.				Ch NE R M S

Appendix F

Teacher Interview Protocol

1. Please tell me about your background in teaching.

       Teachers might discuss pre-service experience, grade levels, subject areas or number of years taught.

2. How do you feel about teaching reading?

       Teachers may reveal emotions, discuss accountability, ideas about development, instructional aspects of teaching.

3. Do you expect to have students in your class you consider to be "at risk?"

       Follow up questions for teachers who answer "yes" to question #3:

              a) What does "at risk" mean to you? How/Is teaching an "at risk" student different than teaching a child who is not "at risk?"

              b) To what extent does your instruction impact your students who are "at risk" and your students who are not "at risk?"

       Follow up questions for teachers who answer "no" to question #3:

              a) What is "at risk" and why do you believe your students are not in this category?

              b) To what extent does your instruction impact your students?

4. How do your students feel about learning to read?

       Teachers may discuss student attitudes toward reading.

5. What role does technology play in your instruction?

       Teachers may discuss useful websites for teachers and/or students, communication with parents or beliefs about how technology should or should not be used.

6. Are there ways you would like to use technology differently this year?

7. What benefits do you hope to get out of the TRI?

8. What benefits do you hope your students will get out of the TRI?

Second (and possible third wave) of interviews:

1. How do you feel about teaching reading?

2. Do you have students in your class you consider to be "at risk?"

    Follow up questions for teachers who answer "yes" to question #2:

        a) What does "at risk" mean to you? How/Is teaching an "at risk" student different than teaching a child who is not "at risk?"

        b) Are all of your "at risk" students TRI students?

        c) How are your "at risk" and not "at risk" students progressing in reading? To what extent does your instruction impact your students who are "at risk" and your students who are not "at risk?"

    Follow up questions for teachers who answer "no" to question #2:

        a) What is "at risk" and why do you believe your students are not in this category?

        b) To what extent does your instruction impact your TRI and non-TRI students?

3. How do your students feel about learning to read?

4. What role does technology play in your instruction?

5. Are you using technology differently this year? If so, how do you feel about this change?

6. What benefits are you getting out of the TRI?

7. What benefits are your students getting out of the TRI?

    Teachers may discuss TRI and comparison students.

Your Thoughts on Teaching Survey

<u>Your Thoughts on Teaching</u>
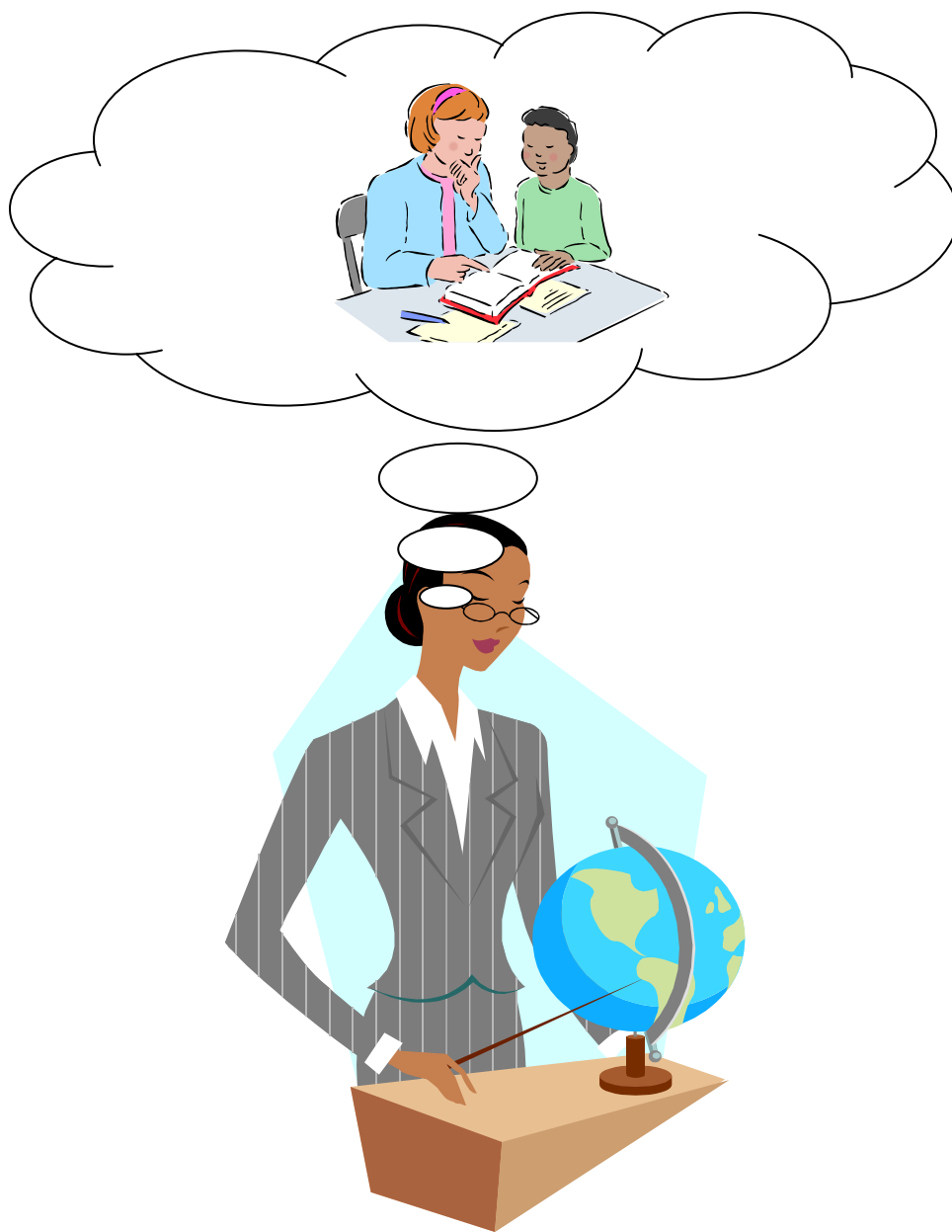
How much of a problem are the factors below in preparing your students to succeed academically?

CIRCLE YOUR RESPONSE FOR EACH FACTOR

	Not a Problem	Minor Problem	Moderate Problem	Serious Problem
a. Home/family life	1	2	3	4
b. Parent cooperation/support	1	2	3	4
c. Child health	1	2	3	4
d. Inadequate nutrition	1	2	3	4
e. Low intelligence	1	2	3	4
f. Cultural differences	1	2	3	4
g. English proficiency	1	2	3	4
h. Non-standard English	1	2	3	4
i. Special learning problems	1	2	3	4
j. Behavioral problems (disruptive)	1	2	3	4
k. Inadequate supplies	1	2	3	4
l. Student/teacher ratio	1	2	3	4
m. Student mobility	1	2	3	4
n. Students not ready socially	1	2	3	4
o. Students not ready academically	1	2	3	4
p. Students have attention problems	1	2	3	4
q. Student tardiness/absenteeism	1	2	3	4
r. Other	1	2	3	4

How much can you do?

	Nothing	Very Little	Some Influence	Quite A lot	A great deal
a. How much can you do to control disruptive behavior?	1	2	3	4	5
b. How much can you do to motivate students who show low interest in school work?	1	2	3	4	5
c. How much can you do to get students to believe they can do well in school?	1	2	3	4	5
d. How much can you do to help your students value learning?	1	2	3	4	5
e. To what extent can you craft good questions for your students?	1	2	3	4	5
f. How much can you do to get children to follow classroom rules?	1	2	3	4	5
g. How much can you do to calm a student who is disruptive and noisy?	1	2	3	4	5
h. How much can you do to establish a classroom management system with each group of students?	1	2	3	4	5
i. How much can you use a variety of assessment strategies?	1	2	3	4	5
j. How much can you provide an alternative explanation or example when students are confused?	1	2	3	4	5
k. How much can you assist families in helping their children do well in school?	1	2	3	4	5
l. How much can you implement alternative strategies in your classroom?	1	2	3	4	5
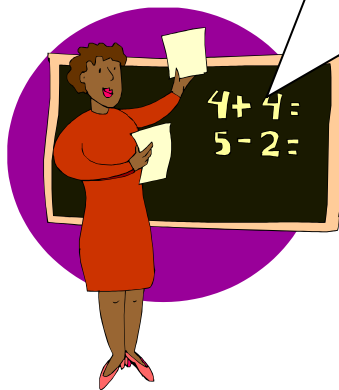
Appendix H

Codes Pertaining to the Within-Case Analysis

Portrait	Axial Codes for Within-case Analysis	Open Codes with *Categories*	A priori Codes with *Categories*

1. Before Implementation	Seeker of challenging tasks
	
	Survival techniques
	
	Macro-motivation
	Micro-motivation
		Leader
		Uphill both ways
		Academic
		  • Full Professor
		  • Published
		  • University Jobs
		Problems in teaching
		  • Health
		  • Family life
		  • Academic unreadiness
		Interloper at work
		  • Getting along
		  • Sit on hands
		Loneliness
		In her control
		  • Can help families
		Out of her control
		  • Many relocations
		  • School pull-out service
		  • Being the newcomer
		Trust
		  • TRI Staff
		  • Program
			Laura's use of the TRI
			
			Weekly Meeting-N/A
			Laura's use of Coaching-N/A
			
			Laura's use of Technology
			  • Confident
			
			Laura's Benefits of the One-on-One Format-N/A
			
			TRI Reading Strategies-N/A

Portrait 2: The Road to Full Implementation and Laura's Work with Eli	Rocky road
	A class in the basement
	Speaker of the group
	Colleague at work
	Protector of coworkers
	Meadowlark, who else?
	Flexible coaching
		Connectivity
		  • Tech
		  • Onsite consultant
		  • unreliable
		Administrative support
		  • Modified implementation schedule
		  • Positive
		Frustrated
		Feels inept
		District support
		  • School biases
		  • Reluctant
		  • Responsive
		Student characteristics
			Laura's use of the TRI
			Weekly Meeting
			  • Modified implementation schedule
			  • Protect coworkers
			  • coaching
			
			Laura's use of Coaching
			  • Support for Smithfield
			  • Feedback
			Laura's use of Technology
			  • email
			  • iChat

			Laura's Benefits of the One-on-One Format
			• Feeling guilt
			• Seeing progress
			TRI Reading Strategies
			• Support for Eli

Portrait 3: The Second TRI Student: Lessons with Caleb	High falutin
	
	Seeker of technology
		Quiet Caleb
		Onsite Consultant
		Creative solutions
		  • Micro-motivation
		Missed connections
		Coach/teacher
		Teacher/student
		Poverty
		  • Home life
		  • Preparedness for school
			Laura's use of the TRI
			Weekly Meeting
			  • Reflecting
			  • Build collegiality
			Laura's use of Coaching
			  • feedback
			Laura's use of Technology
			  • Fix problems
			Laura's Benefits of the One-on-One Format
			  • Relationship building
			TRI Reading Strategies

Portrait 4: The Third TRI Student: Lessons with Drew	Coworkers it is.
	
	Perceptions of readiness
	
	Believer in One-on-One
		Student characteristics
		Blitz
		Being ready
		Progress in reading
			Laura's use of the TRI
			Weekly Meeting
			collegiality
			Laura's use of Coaching
			  • Guidance through spelling
			Laura's use of Technology
			Laura's Benefits of the One-on-One Format
			TRI Reading Strategies
			  • Matched instruction
			Support for district initiatives

Portrait 5: Laura's Work with Troy	Teacher of Troy, not just TRI
	Member of the tech world
	Whatever it takes
	Ready is present
	Perceptions of readiness
		Student Characteristics
		Perceptions about preschool
		Poverty
		  • Thoughts on poverty and readiness
		Home life
		Drew
			Laura's use of the TRI
			Weekly Meeting
			Laura's use of Coaching
			  • Flexible
			Laura's use of Technology
			  • Emotional support
			Instructional support
			Laura's Benefits of the One-on-One Format
			  • Compassion
			TRI Reading Strategies
			  • Emotional support
			  • Instructional support

Portrait 6: Lessons with Jisela	Constructor of personalized lessons Member of a professional learning community	Student characteristics Perceptions of Jisela's reading habits. Diagnostic thinking	Laura's use of the TRI Weekly Meeting Laura's use of Coaching • Diagnostic discussions Laura's use of Technology Laura's Benefits of the One-on-One Format TRI Reading Strategies • Pocket phrases
Portrait 7: After One Year of TRI Implementation	The Mediator The Researcher	Full circle Problems in Teaching • Student ratio Fitting in • Member at work Concerns about the future	Laura's use of the TRI Weekly Meeting Laura's use of Coaching Laura's use of Technology Laura's Benefits of the One-on-One Format TRI Reading Strategies

Appendix I

Codes Pertaining to the Cross-Case Analysis

Thematic Finding	Axial Codes from the Cross Case Analysis
Membership in a Community of Technology Users: From a "Class in the Basement" to Front of the Class.	**From feeling inept with technology to feeling competent**
Laura's Acceptance as a Coworker at Smithfield: From "Interloper" to Colleague.	From "Interloper" to Colleague.
Membership in a Professional Community: From Doing the "Expedient Thing" to Doing the "Right Thing."	From scripted basal to individual instruction
Believer in the Benefit of One-on-One Instruction: From "Feeling a Little Bit Guilty" to "Wanting Them to Have That."	From feeling guilty for spending individual time with a student to feeling that was time best spent.
Believer in Individually Considering Students: From Thinking "Challenging" to Thinking Diagnostically.	From considering student characteristics as an indicator of potential in reading to matching instruction for students
Believer in Instruction Without Conditions: From "Not Ready" to "Not a Problem."	From believing home life meant different expectations of students to making different use of One-on-One time to provide whatever students needed

Appendix J

Letter from Smithfield Teachers

September 9, 2008

Dear [████]:

Last Thursday [███] told us we would be ready to begin tutoring by the end of this week, i.e., September 12. Prior to beginning, we need to have students identified by TRI and we need parental approval for those selected. And, the technology must be operative. (It seems that there is a filter on 'chat room' sites placed by the district that is preventing us from entering the AIMAOL ichat space.) Our computers arrived six to eight weeks later than we expected them, we are trying to gain familiarity on off-hours, and our on-site coordinator has not yet been trained.

Moreover, implementation of the new basal has been overwhelming for all of us. We've not had staff development yet, so we've had to learn it on our own – that also means on our own time. And, as you know, there have been multiple issues with materials; for example, how can Title teachers carry out lessons with "approaching level" students without the required materials. The newly required district sight vocabulary for first grade is based on the McGraw Hill materials. It is very difficult and specific to the series. In order to reach district goals, especially in relation to the sight vocabulary, all support staff need these materials.

We wonder how our [███] sister schools are handling TRI issues. And, we would like your advice, as well.

The only solution we have to offer is to ask for a six to eight week delay in the implementation of TRI. This would allow time for the technology to be ironed out for TRI, for us to receive adequate training and feel comfortable with that technology, for [████] to be trained as our site coordinator, and for teachers to gain their stride with the new language arts series. This request seems fair to us given Chapel Hill's delay in delivery of computers, the technology hitches due to district network filters (which we had to unravel through our own experimentation), and district expectation that we implement a wide-sweeping, new language arts program.

Thank you for considering our concerns. We look forward to any suggestions you may have for us. We also hope that you may be able to help us out by representing our concerns to individuals who have decision-making authority.

Sincerely,

Appendix K

Portrait 1: Before Implementation

Laura was a first-grade teacher with a rich history of accomplishments in education. She had always challenged herself in her professional endeavors, purposely taking the more difficult paths and tasks available. For example, Laura opened a charter school in one of the highest crime barrios in Texas. She formed her own non-profit organization connected with the charter so that she could allocate funds where she best saw fit and make the purchases herself (interview, August 8, 2008). Laura even assumed the tasks others are quick to reject. When her charter school could not find a director, she assumed that role. When her current school needed a teacher to become certified in teaching second-language learners, Laura earned that very certification. The program for earning the certification required commitment; Laura describes the program as "very hard, very intensive and a lot of people dropped out" (interview, August 8, 2008).

Laura didn't just assume those tasks though. As I began to analyze the data for this first portrait, the characteristic of Laura's desire for tough tasks emerged time and time again. She wants the job that is the hardest and sometimes the least glamorous. As the director of the charter school, Laura purchased the toilet paper. As the executive director of Apple Corps, she moderated school board meetings. As a literacy coach, she allowed other coaches to choose their grade levels and accepted teaching unclaimed grade levels (interview, August 8, 2008).

In an era where people in America like to say diversity is a resource and then treat it as a problem, Laura sought situations involving diverse people from difficult circumstances. She talked about her exposures to children and families of other colors, creeds and languages

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in a way most reserve for celebrity name-dropping. She was proud of the work she did in educating the most marginalized children because she felt she could show others in education that the world can be more fair—we just have to work hard for it. In Laura's own words, "I know that Smithfield children have great potential for success despite challenges associated with poverty . . . I don't want to cheat them with low expectations based on prejudices about their backgrounds" (November, 3, 2008).

Laura has lived in numerous states across the United States seeking opportunities to earn degrees and certifications, open schools, earn tenure as a full professor, publish in academic journals and change communities. When Laura's husband was offered an administrative position at a university in Nebraska, Laura found herself moving once more. She left her position in Georgia as a program designer for push-in models serving students during reading instruction to join her husband in their new state. Laura accepted a position teaching kindergarten at a school serving mostly low-income families. Laura did not specify why she chose to return to the classroom at that point in her career.

Just as Laura purposefully chose the paths and tasks other avoided, so too, did she choose the students others avoided. In her first year as kindergarten teacher, Laura "got every kid that somebody had a problem with" and took them with open arms (L. Pendergast, interview, August 8, 2008). In fact, she looped with that class of students and taught them for a second year as their first grade teacher. The class had nineteen boys, all of whom she felt in her heart could learn in spite of "very, very, very, very, serious anger-management problems, violence . . . real violence at home" (L. Pendergast, interview, August 8, 2008). She felt after working with the class for two years, she sent them on to second grade as

"literate . . . smart mathematicians, and . . . good problem solvers." Laura has remained in first grade since then (L. Pendergast, interview, August 8, 2008).

Laura was entering her third year at Smithfield Elementary when she agreed to participate in the TRI. In her initial interview with me she professed to love teaching all subjects and all students. Math and reading were named as her favorites, but she always loved to be the person to teach all of it (interview, August 8, 2008). While she claimed her love of teaching of all content and all children, Laura did not claim that teaching was free of problems. In her response to the "Thoughts on Teaching Questionnaire," a Likert questionnaire given to all of the participants in the larger study of the TRI, Laura noted that there are some "moderate" problems when it comes to teaching and learning (June 24, 2008). Most of the problems she identified on the questionnaire as far as the students themselves are concerned, tended to be related to factors out of the children's control such as: health, family life, nutrition, and academic un-readiness (June 24, 2008). Behavioral problems and special learning problems were also considered by Laura to be "moderate" problems (questionnaire, June 24, 2008). While some problems were seen as "moderate" in their severity, Laura stated she could do "a great deal" in providing academic support to students who needed it (questionnaire, June 24, 2008). She claimed, too, that she could assist families of students "a great deal" in helping their children succeed in school (questionnaire, June 24, 2008). Laura also believed she could do "quite a lot" to influence positive beliefs in students about themselves and their school-work (questionnaire, June 24, 2008).

Laura observed serious problems in the way some students were served in schools, impacting students' academic preparation. For example, when a student qualified for special education and was removed from her classroom for specialized instruction, Laura was

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unhappy because: (a) She felt we (educators) were breaking up the learning of students who need the continuity the most by giving them the most changes to make in a day as well as the most number of teachers, and (b) She wanted to be the person to provide the instruction for all of her students. She even expressed some jealousy of the special education teachers who had precious One-on-One time with kids. She feels this individualized time is when lots of learning can happen. Laura explained:

> We ask the most from the children with the least resources. We give them the most number of teachers, we ask them to make the most moves. We break up their learning . . . we can provide the same continuity for high-needs kids as we provide for other kids. . . . I . . . love the fact that . . . that you, that TRI is giving me permission to have a special reading time with my most needy students, whereas in the model that we have, in this school district, or in this particular school, is those children are primarily served for reading by support people. And I wanted to trade with the support people sometimes, I wanted them to take, you know, the other kids, and let me take the needy kids. (L. Pendergast, interview, August 8, 2008)

What bothered Laura most about the pulling out situation is that it "doesn't have to be that way." She saw other ways she thought addressing student needs could be done.

While having to sacrifice time with students was tough for Laura, perhaps her greatest challenge at Smithfield was simply fitting in. Laura was the new person in a school where much of the faculty had been for large portions of their teaching careers. She was the new person with professional experiences held by no other in the building. She was highly aware of each move she made as she does not want to intimidate other faculty, but also did not want to hide the great successes in education she has accomplished—successes which necessarily informed her ideas for ways she felt students can be better served. She wanted to share her views, contribute to meetings and make changes in school policies she found to be inhibiting creativity and clearer vision of student successes and needs. Indeed, Laura felt she had to "sit

on her hands" in meetings so as not to rock the boat too terribly much. She sat on her hands as a strategy to fit in with other faculty and the school itself. Laura noted that:

> It's (coping with school policies) very, uh, it's very challenging because sometimes you just have to sit and you have to be in meetings like I just had and you have to . . . [sighs] and sit on your hands. . . . I mean it's been three years, and I'm learning how to fit in. (L. Pendergast, interview, August 8, 2008)

Laura's accomplishments in the field of education were hidden in more ways than one though. True, some of them she chose to keep quiet about to blend in with coworkers more harmoniously, but some accomplishments were simply invisible to the greater school system in which Smithfield is a part. Most noteworthy, Laura expressed her disappointment in being given just seven years teaching credit upon her hiring despite having taught for many more years (interview, August 8, 2008). Also, her National Board Certification was praise-neglected and completely unrecognized monetarily. Laura contrasted her National Board recognition in Georgia, where she lived when she earned it, with that of Nebraska. She felt this certification was not important to her colleagues and lamented, "it (National Board Certification) doesn't mean anything to people. And you can't go around (explaining to) them (that) . . . it was so hard (to earn)" (interview, August 8, 2008). She reflects back on the stipend received in Georgia and states, "in Nebraska I got nothing" (interview, August 8, 2008).

Laura lacked membership in a community with her coworkers where she can discuss her practice. She is subjected to using a basal for reading that she felt was oppressive of her true capabilities as a teacher of reading. She tried to assuage her conscience that her acceptance of the basal freed up her Sundays that otherwise would be filled with planning as the basal was loaded and ready to fire with daily plans (interview, August 8, 2008). She felt

her practice at this point was "never as good as she (I) want(ed) it to be" (L. Pendergast, interview, August 8, 2008). She believed that most teachers suffer this same feeling:

> And I go home at the end of the day and I say, okay now what is it that . . . you know, what's really going to make a difference, what's really going to stick, so . . . I think I suffer from the syndrome, a lot of teachers suffer from the same syndrome of we're never as good as we want to be, we're never as good as we know how to be. (L. Pendergast, interview, August 8, 2008)

The Targeted Reading Intervention was offered to Laura's district and she hoped from the very beginning she could become a part of it. She was glad the district accepted the offer to join in on this research study-intervention-professional development adventure. Laura recounted being informed of the district's decision, "whoever it is came in here and told us, I was like so for it, because I just totally buy into that . . . it gives me permission to do something I want to do" (interview, August 8, 2008). After participating in the TRI Summer Institute, Laura had a sense of contentment about beginning a new school year.

> (Participation in the TRI) makes me feel, what it gives me, very simply, is it gives me a sense of, of being comfortable, and more intellectually stimulated . . . and, um, um, just happier about my practice because it makes so much sense to me, and it's so theoretically sound, to me, and um, and the people who do the training are so talented and organized, and you know it's just like, oh my gosh, this is staff development the way staff development is supposed to be! (L. Pendergast, interview, August 8, 2008)

Laura expressed some nervousness about the technology that was introduced. Her nervousness seemed to be born of a lack previous experience, rather than insecurity about being able to learn the necessary technology. Laura stated, "I didn't grow up with My Face" when asked if she feels comfortable with iChatting and e-mailing (L. Pendergast, interview, August 8, 2008).

The program itself is one that Laura felt would create a community of the participating teachers and researchers from the very start. This is the kind of community Laura felt she needed to do the "right" things. In Laura's own words, "It's so hard to do the

right thing—you can get into doing, really, the expedient thing, you know, it's just human nature, doing the right thing, you know, you need a community for that, and that's what I hope TRI gives me" (interview, August 8, 2008). Thus, Laura was involved personally and professionally from the start. She described her summer institute experience as one she "loved" as it immersed her in the kind of dialog about practice and theory she has been separated from for three years (interview, August 8, 2008).

Laura was immediately responsive to e-mails from the TRI team. She thanked us for our quick answers to her questions (e-mail, October 16, 2008); she asked about our health (e-mail, October 22, 2008) and cared what the answers to such inquiries were. It makes sense, too, that with giving so much to the TRI of herself personally, that she expected the same in return. She found herself at one point feeling a bit insulted by forms where her name was incorrectly spelled and when materials were delivered to her later than promised (e-mail, September 10, 2008). She knew from the beginning we were not a perfect community. For instance, she believed the research team took too long to identify TRI students, conduct pretesting and mail out the computers, but with great trust, Laura was still eager to participate (e-mail, October 13, 2008).

Portrait 2: The Road to Full Implementation and Laura's Work with Eli

Data

Data analyzed for the first part of this portrait, The Road to Full Implementation, span the dates of September 8, 2008-October 29, 2008. These data were collected when implementation was supposed to have begun, but problems arose. These data include two videos from TRI Weekly Team Meetings and nine e-mails exchanged between Laura and I.

Unanticipated Rocky Start at Smithfield

Technological difficulties were discouraging to Laura as a professional and preventative of her implementation of the TRI prior to November 3, 2008. These difficulties abounded concerning iChat connectivity. From September 8, 2008-October 14, 2008, Laura tried intermittently to connect with me via iChat, but did not succeed. This inability to connect meant I could not yet observe and coach Laura's implementation of the TRI with her first TRI student, Eli.

Obstacles in connectivity at the school and district level triggered Laura's feelings of discouragement and frustration. The problems were due to a filter on the internet at the school sites and confusion with setting up the iChat accounts. These difficulties delayed the iChat observations of reading sessions at Smithfield, but did not hinder the TRI Weekly Meetings via iChat as we used the computer of another participating teacher to connect. In fact, it was within the context of the TRI Weekly Meeting that evidence of Laura's feelings about the technological problems was observed. Laura summed up the experience of the Smithfield teachers thus far as making them feel as though they were a "class in the basement." This metaphor indeed expressed the feelings of being foiled and forgotten about

in terms of use of technology and district support for participating in the TRI that I will discuss in greater detail in the first part of this portrait.

Observable and Non-observable Components Prior to Full Implementation

During this rocky period of September 9th- October 14th, Laura's use of TRI Reading Strategies was not observable due to the technological difficulties. Her Benefits of the One-on-One Format of instruction was not directly observable, but could be analyzed in terms of her discussion of it during the TRI Weekly Meetings. Laura's use of the Technology, Professional Learning Community (TRI Weekly Meetings) and Coaching components of the TRI were observed. The following will analyze and describe Laura's trying experiences in getting started with the TRI in regards to the observable components of Technology, Benefits of One-on-One Format, Coaching and Professional Learning Community.

Use of Technology Prior to Full Implementation of the TRI

Laura used technology skills she already possessed (e-mail) to convey problems and frustrations she was experiencing with the new technology (iChat). For example, I asked the teachers at both experimental sites I was coaching to practice using iChat by calling one another and/or me on their laptops. I thought this practice would be a good opportunity to learn iChat, thus lessening the chance of a disrupted reading session due to technology once the reading sessions that I would be observing began. Laura's experiences practicing with iChat prior to the first observation with me were mostly sources of frustration for her. These feelings were illustrated when Laura told me, "I'm still uncertain about the actual chatting. When we (she and her colleagues) tried, we had network issues" (e-mail, September 30, 2008). And, "Everytime I have been online before (to practice iChat with other teachers), no one else was" (e-mail, October 13, 2008).

Repeated attempts to learn technology individually coupled with knowledge of

teachers' success at sister schools, left Laura feeling frustrated and inept. Laura's frustration

stemmed specifically from the fact that she felt left to figure the technology out mostly by

herself. Her failed attempts along with the fact that other schools were not experiencing the

same kind of problems had Laura feeling like she needed some sort of special help. This was

made apparent when Laura told me:

> It would feel like such a huge break through if I could call you or you could call me
> one time. Then I would know I am not like, need to be identified for special services.
> Pat (another TRI teacher) and I have been troubleshooting everything and
> troubleshooting everything is outside of my ability. And see what's unfortunate is, we
> just sat down when we got the paperwork (directions for using iChat) and tried
> 14,000 times to work it through. That's when we found out that there was a filter.
> Then we found out the pop-up box was checked, and now we found out that there's a
> problem adding buddies and it's just, then we hear that other schools are having no
> problems at all. So then it really makes us feel like we're in a class in a basement. (L.
> Pendergast, iChat, October 15, 2008)

Adding to Laura's frustration concerning technology was the lack of urgency

demonstrated by the on-site Director of Technology provided by the school district (e-mail,

September 9, 2008; e-mail, September 10, 2008; e-mail, October 13, 2008). She felt

Smithfield was receiving less access to support than higher achieving schools within the

district. Laura kept in contact with teachers from other schools and perceived her school to be

less informed about technology and support plans. For instance, Laura told me,

> Grace (another TRI teacher from a different school within the same district) told me
> that the Director of Technology was at (her school) today helping them with overrides
> and keeping popup windows open. She said that he was coming to Smithfield too.
> But, no one here has said/knows that. (e-mail, October 13, 2008)

In sum, technological difficulties were the main reason Laura and the other TRI

teachers at Smithfield were not moving toward implementation as quickly as other

experimental schools in the district. Laura used technological skills she already possessed to

express the need for more support with new technology that needed to be learned. She felt frustrated and limited by unfairness she perceived in the district.

Use of Coaching Prior to Full Implementation

Instead of learning more about the intervention and how to meet Eli's needs, Laura initially used the coaching component of the TRI to mediate the specific needs of the teachers at Smithfield. I accepted this use of my position as I felt my primary duty was to serve in a capacity that would have the Smithfield teachers ready for full implementation of the intervention.

Smithfield was at a disadvantage in getting started with full implementation because Jennifer, the on-site Reading Specialist that would act as an on-site coach, did not attend the Summer Institute and had not yet learned about the TRI. Video recordings of the Summer Institute were made and Jennifer watched the videos. I spoke with Jennifer on the phone for a couple of hours each of three evenings to answer questions. Laura, in usual character, stepped in on her own to assume the task that needed doing, but no one necessarily wanted to do because of its enormity; teach Jennifer the TRI in person.

Due to the technical difficulties, along with Jennifer's need for further understanding of the TRI, the Smithfield teachers crafted a letter to their principal explaining that they needed to delay full implementation of the TRI (see Appendix H). Compounding these TRI problems, was the need for the teachers to also learn to navigate a new basal series adopted by the district. This new series involved workshops to familiarize the teachers with the new approach and materials. The Smithfield teachers were again at a disadvantage as other schools in the district had received the necessary workshops, but Smithfield had not yet. The teachers expressed disappointment in the TRI research team for not getting the technology

shipped as early as planned and for not getting TRI students identified and tested quickly enough (see Appendix H). The teachers requested that the principal ask someone at the TRI to allow a six-week delay in implementation because of the difficulties and disappointments.

The principal e-mailed the letter to me. I in turn brought the teachers' request to the TRI Intervention Director and a plan for the Smithfield teachers to not delay implementation, but to ease more gradually into the program was suggested. The Smithfield teachers accepted this modification with the goal of full implementation beginning the week of November 3rd, 2008.

And so, in this Getting Started phase, my coaching looked quite different than it did for other the other experimental site I was working with. At the other site, I was working with the teachers individually and coaching them in their diagnostic decision-making. At Smithfield I was serving mostly as a mediator between the teachers and the TRI Intervention Director based at my university to find a way to honor the wishes of the Smithfield teachers without compromising the plans set by the TRI Intervention Team. I also mediated conversations between the teachers and several members of the TRI Research Team in order to solidify plans for student testing. As well, I was serving as a long-distance facilitator of the TRI Summer Institute for Jennifer.

Use of Professional Learning Community Prior to Full Implementation

As a coach who worked with teachers in more than one school, I found I needed to flex my role according to the needs of the individual schools. For instance, my role as a member of the Professional Learning Community (TRI Weekly Meetings) looked different in each of the two schools I was working. It was intended that I would begin leading the TRI Weekly Meetings until the on-site coach at each site felt comfortable enough to take over

such a role. Leading a meeting meant beginning a dialogue about diagnostic decisions made by the teachers. At Pleasant View, this was happening. The teachers talked about the students they were currently working with, the types of responses they were receiving during reading sessions and the instructional plans for their next session. With the troubled start to implementation at Smithfield, I knew the meetings would be different than those of Pleasant View. It was my priority to make sure the Smithfield teachers' difficulties with getting started were heard by me. I wanted to do what I could to remedy obstacles in implementation. I felt my way through the meetings, taking notes on actions I could take to support the Smithfield teachers.

The role of the Professional Learning Community itself also needed to be flexed to suit the needs of the individual schools, to conquer problems and move towards full implementation. Indeed, the Professional Learning Community at Smithfield did not begin immediately as a meeting where the teachers were discussing their practice and helping one another think through diagnostic decisions. The first meeting did not contain any diagnostic discussion, but rather a discussion of time management and problems with implementation of the TRI (iChat, October 15, 2008).

Smithfield needed a modified plan for full implementation of the TRI and they moved progressively toward the goal as problems such as time management and technology were solved. For example, in the second meeting there was improvement toward a more conventional TRI Weekly Meeting as the teachers each briefly reported the strategies they were using during their reading sessions and in general how they felt their first TRI student was progressing (iChat, October 29, 2008). This report came mostly to me from each teacher as the laptop was passed around, but a teacher-to-teacher discussion was not happening.

Evidence of further progress was seen as Laura spoke diagnostically about her student, Eli. However, this reporting took only a matter of minutes and then other problems were again discussed. The Professional Learning Community at Smithfield was, for the most part, a place where problems encountered concerning the TRI were aired.

Laura used the TRI Weekly Meetings a second way though as well. She used it as a space to create a leadership role for herself at Smithfield. I observed this phenomenon when Laura served as a "protector" of several sorts during the meetings. First, she protected Tina, the new kindergarten teacher, in her potential success in being able to implement the TRI. Tina was having a more difficult time than her experienced peers in managing her class to be able to conduct the necessary one-one-one reading sessions. Laura requested that I speak with Smithfield's principal to ask for an extra assistant for Tina to help with the rest of the class during TRI time.

Second, Laura protected the reputation of the Smithfield teachers by explaining all of the hard work and extra hours that had been put into setting up the technology, even though those attempts were failing while other schools were not. Laura wanted the TRI Intervention Team to know of the honest efforts.

Third, Laura protected the Smithfield teachers from being asked to take on more tasks than expected. For example, when the Smithfield teachers were told they would need to do an extra video assessment for the TRI Research Team, Laura spoke up. She wanted to know specifically what was being measured in this extra observation since it was not a typical TRI session and to let me know the group was wary that more unexpected tasks lie ahead:

> This is just a suggestion (pause) that they (the TRI research team) add umm, that in the future, that they figure out what they're going to watch and they let us know when we're there in the summer. I think it caused a little distress for people because this was like *something* else, so when you get something else you start wondering is it

going to be something else and something else and something else and so (voice trails off). And also it's like psychological voodoo, well they want to see us interact with the kids, well, I know enough to know that I mean what are they looking for, what the criteria is, and yatta yatta, so I think that's something that oughta be be um discussed, it oughta be vetted with the team in the summer that we're very clear about what they're pulling down because . . . (we don't trust the research team that yet another unexpected task won't be popping up). (L. Pendergast, iChat, October 29, 2008)

In sum, teachers at different schools within the same district may use the PLC differently depending on their needs. As a result of the divergent needs between schools, there was an opportunity for Laura to use the PLC as a space of authoring her role (Holland, Lachicotte, Skinner, & Cain, 2003). By this I mean she used the space, time, and social conditions of the PLC and created a role as a leader for herself at her school. She mentioned needing to fit in at her school and it seemed the PLC provided a way for her to do that.

As a coach, I remained flexible so I could differentially support each school, while also preserving fidelity to the intervention and encouraging a community among the participating teachers.

Benefits of One-on-One Format Prior to Implementation

While I did not directly observe Laura via iChat in a reading session with Eli during this rocky start, the teachers talked during the TRI Weekly Meeting about how they were going to manage their class to be able to work One-on-One with a TRI student. This logistical conversation also shed light on Laura's attitude thus far about the One-on-One model. Laura reported that she "felt a little guilty" grouping other children into a group of five for their reading so that she would have the time to spend with her TRI student (October 15, 2008). Typically, a small group in her class consisted of less than five students. However, in the TRI Weekly Meeting on October 29, 2008, Laura reported having been working with Eli for two weeks and that he was on the Green Level. Laura seemed pleased with the TRI

strategies and Eli's progress. I noted that she did not mention feeling guilty for spending time

with just one student as she had previously. I took this lack of expression of guilt or

complaint about time management as an indication that she may have changed her attitude

about a one-one-one format after witnessing Eli's quick success. This phenomenon is

consistent with Guskey's theory of teacher change in that Laura's beliefs and attitudes

changed after the use of a new practice leading to student success.

Summary

During the unanticipated rocky start of implementation, the technology component of

the TRI initially affected Laura in a negative manner. Laura used technology with which she

was already familiar (e-mail) to convey problems she was having with the new technology.

Laura used the Professional Learning Community as a way to take on a protective role for the

TRI teachers. Laura expanded on my role as coach and utilized me to serve as a mediator

between the Smithfield teachers and other TRI staff in order to negotiate the support she and

he coworkers felt they needed to begin implementation. In response to the needs of the

differing schools, I flexed my role as a coach and progress because of this flexibility was

observed in Smithfield's strides toward fuller implementation.

Part II: Laura's Use of TRI Components After Full Implementation

Implementation of the TRI with the addition if iChat observations began November 3,

2008. This was close to, but not yet considered full implementation though as Jennifer, the

on-site coach at Smithfield had not yet begun her own observations and coaching with the

TRI teachers. Jennifer had additional learning to do before she could take on that role. I will

still refer to Laura's use of the intervention and professional development as "full

implementation" in the following section as Laura was herself implementing all aspects she possibly could.

Data

Data for this half of the portrait were collected between November 3, 2008 and November 19, 2008. These data consisted of two videos of TRI reading sessions with Laura and Eli, one video of a TRI Weekly Meeting and six e-mails.

Eli

Laura identified Eli as the student performing tenth from lowest in the class on the screener used to narrow the selection of students to those most in need of the TRI. Because random selection of students was part of the research design of the larger project, any five students from the teacher's list who she ranked as performing in the bottom third of her class was eligible for selection. For this reason, it was not necessarily the five students in each class that the teacher felt needed the most reading support that participated in the TRI as a TRI student. Teachers were free to work with any student in class using TRI strategies, however data was not collected on the non-TRI students. Laura did not indicate that she felt Eli was a challenging student and predicted he would make "rapid progress" (Screener, September 2, 2008). Indeed, after Laura had the opportunity to work with Eli a few times she reported:

> My little fellow Eli is moving quite quickly and I intend to start him at green (a more challenging TRI reading level) on Monday. I am thinking that in a couple of weeks I could move on to another student. He is the least needy of my five (TRI students). (L. Pendergast, e-mail, October 24, 2008)

Use of Technology

Although technology was less riddled with difficulties after November 3, 2008, Laura still perceived iChat as an annoyance or interruption. Three instances during the first reading

session led me to conceive of Laura's view of iChat reading sessions thus far as interruptive. First, Laura did not introduce me to Eli and did not greet me. She simply said, "Alright?" in an annoyed tone when I answered the call and began immediately with the reading session. Second, halfway through Laura and Eli's session iChat unexpectedly quit and I had to reestablish the connection by calling Laura. Laura answered the call and verbally cut me off as I re-greeted the dyad. And third, Laura sighed and held a pinched-face when there were some dolphin-like noises created by the audio feedback between our two computers (iChat, November 3, 2008).

So, while technology was no longer a big problem, Laura may still have held some reservations about its use.

Use of Coaching after Implementation

Laura began using coaching differently once the iChat reading sessions began. Where Laura had been focused mainly on using coaching as a means to solve problems for Smithfield teachers prior to full implementation, once the iChat reading sessions began, Laura was able to focus more on herself and her student, Eli, through coaching.

Laura's use of coaching differed greatly from the e-mailed discussion after the first reading session to the e-mailed discussion after the second session. In the first conversation I discussed specific strategies Laura used, and analyzing her use of them. I also wrote about the strengths and needs I saw in Eli as a reader:

> I am so glad I got to see you and Eli today! Eli's rereading for fluency on the Snow Joe text was impressive. I believe you said it was the 3rd or 4th reading for Eli on this particular text and as the session went on, I could see Eli really does need repeated exposures for this kind of success with fluency. Eli seems a bit shy and read quietly, so sometimes it was a little hard for me to hear what he said. I could hear his tone though and understood why you would, at times, repeat what he read and model appropriate intonation.

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Dividing words went well also. I see exactly what you mean about Eli really wanting to think about what he's learned and apply it-he just needs the time. He worked carefully and correctly identified the long o sound many times. You modeled for him the "oe" as one picture making the sound. I was excited to see that you went on with another sound for today. You recognized that, while Eli's work was not 100% perfect in the long o sound, it was mostly (I would guess about 90%) correct, and that shows his understanding of the whole concept. (J. Gunther, e-mail, November 3, 2008)

Laura used the coaching as receiving advice. This was clear in her response to me thanking me for my feedback and letting me know she would work on fluency. She also provided me with information about contextual factors I couldn't witness via iChat such as Eli's personality during class and his academic performance with other support staff (e-mail, November 3, 2008). Her conversation was more business-like than some of the e-mails prior to implementation of the TRI. She did not sign her e-mail with a close.

Thanks for pointing out the need for fluency. Eli is in a reading group with a Title I teacher, Cindy. So I do not see him for guided reading, except in TRI. I can really help him with fluency and I will work on that . . . Eli is pretty outgoing, but this is so new for him. He really enjoyed it. (L. Pendergast, e-mail, November 3, 2008)

I observed and subsequently e-mailed Laura feedback for the second reading session. Again my e-mail consisted of discussion of reading strategies and student strengths/needs. This time, however, Laura's response was focused on discussing Eli's session diagnostically from her point of view instead of simply acknowledging advice. Laura wrote:

Eli has sorted long o, /ow/, /ou/, and /er/ with various spellings. I think the pocket phrases are automatic - it was a newer one that he missed - but we keep working on them . . . I am very excited about going to purple (the highest level of word work) with him. I am working with all children on reading chunks . . . But Eli is reading two syllable words when he reads collar and dollar, for example. So, I am going to read up on purple (the most challenging TRI Word Work level) and try it out. The good thing about starting Eli on purple is that I can really see what this looks like beyond green. Then I'll move to a new student. I so agree with you about sight words and I need to keep him reading. Thanks. I really want to learn as much as I can and use it with my TRI kids and all the others as well. (e-mail, November 19, 2008)
Laura's diagnostic discussion of Eli's work was exciting and the reason for such a

change in content and tone from the first e-mailed discussion to the second, was clear to me

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by the way Laura ended her e-mail, "I feel a lot more comfortable after this last lesson and your feedback - thinking you know Eli better, but you know me better, too. Thanks Jeanne for giving us all that you do. Sincerely, Laura" (e-mail, November 19, 2008).

In comparing my two e-mails, the second e-mail is certainly more enthusiastic on my part about the reading success of Eli. I commented on Eli's obvious happiness during the session and also on the incredible amount of growth demonstrated in Eli since seeing him just two weeks prior. The discussion focused on student success may have been a way coaching was used to foster a better relationship between Laura and me.

> It was great to see Eli and you yesterday. I think Eli was more himself on camera today, becoming less and less shy with each passing minute. I think he enjoys seeing himself on the computer!
> Now, last time I saw Eli he was really spending much of his time pausing and being careful before responding . . . This session Eli was eager to read whether it was in rereading for fluency, word work or guided oral reading.
> Eli's re-read of "I love Colors" was quite fluent! I did notice you model inflection for Eli once in a while- a great strategy for both fluency and comprehension. Eli was comfortable and seemed confident with the text, needing only a bit of word level support with "sticky" and "mixed" (he read this as mixted) from you.
> Eli's work in Sort, Write and Say was impressive! The "er" sounds and its many spellings was a great lesson for Eli. He easily read collar, first, her, hurt, word. Excellent!! . . . I loved the buddy read you selected for Guided Oral Reading . . . I thought he worked hard to read with an inflection that made sense with his part of the reading too! . . . I do not have the concern for fluency that I had two weeks ago right now . . . Thanks again, Laura! The session was really just fantastic! jeanne
> PS I would love to copy Jennifer on feedback e-mails, but only with your permission. I think it would be great to keep her in the loop of progress of all of the TRI kids. (J. Gunther, e-mail, November 18, 2008)

In this e-mail, Laura also used the e-space of our coaching exchange another way-- to widen her community of professionals with whom she can discuss her practice. Laura expressed wanting Jennifer, the on-site coach to be copied on my feedback e-mails so that we could all "have the same conversation" (e-mail, November 19, 2008).

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In short, coaching was a role being shaped by both Laura and myself. Central to this shaping with Laura, was the positive feedback I provided about both her teaching and Eli's successes. This feedback was most powerful when it contained elements that were both personal and professional. This powerful combination seemed to promote the evolution from coaching as a noun (advice), to coaching as a verb (supporting the teacher and the student in continual success) as seen in my interactions with Laura during her work with Eli.

Use of Professional Learning Community

Laura's use of the Professional Learning Community expanded to become a place for discussion of diagnostic decisions with me as a result of the electronic coaching exchanges that took place and changed the nature of our working relationship. All of the teachers, Laura included, were reporting their work with their TRI students to me but not discussing it with one another. Laura explained her choices of strategies and Eli's success with the lessons. She asked questions about when she should begin working with a different TRI student. In this way, Laura was using the Professional Learning Community as coaching.

Laura spoke notably more positive about Eli during the meeting than she had in the past. Laura came to the camera smiling and told a story of how Eli wanted to read to a male coach on the computer. She also told how Eli was trying his hardest and thinking things through. Laura referred to Eli as "cute" and seemed very proud of his accomplishments in reading (iChat, November 19, 2008).

This observation, taken in light of her e-mailed comment to me about knowing Eli and her better, lead me to believe that Laura's involvement in a professional community where both Eli and she were personally known, was conducive to a positive outlook on her own teaching and the academic work of Eli.

Use of Reading Strategies

On November 3, 2008, Laura demonstrated pedagogy-expanding behavior when her diagnostic thinking about Eli's most pressing need was of a more challenging level than the TRI Strategies she had learned thus far. Laura identified Eli's most pressing need to be the introduction to more advanced phonics. The TRI Strategies addressing this need are contained in "Green Level" work. The Green Level strategies were not introduced to the teachers until a distance workshop on November 6, 2008. Laura began using those strategies prior to a formal workshop. She used dvd's provided by the TRI and materials such as notes and the TRI manual to learn the Green strategies on her own because she realized they would be an instructional match for Eli. Laura made use of all three parts of the TRI during both of the observed sessions (Rereading for Fluency, Word Work and Guided Oral Reading). The texts selected for Rereading were books Eli could read on his own.

The TRI Reading Strategies themselves provided Laura with a specific language and specific events in the reading session to be able to consider Eli's needs. For example, Laura felt Eli was having trouble with remembering sight words. After using the TRI Strategy of Pocket Phrases she said, "I think the phrases are the best way to help him increase sight vocabulary - and reading, reading, reading!" (e-mail, November 19, 2008).

At this point, the TRI Reading Strategies provided an entry into a new way of considering the instructional needs of her students. This change of practice, leading to student success and subsequent teacher change of beliefs (new insights as to how a certain practice can be effective) maps onto Guskey's Theory of Teacher Change.

Benefit of One-on-One

Laura's use of reading strategies and the benefits of the One-on-One format were integrally related to one another. Not only did the reading strategies provide Laura with an entry into considering Eli's needs, they were also an entry into navigating the One-on-One time. Laura was learning about her own diagnostic abilities and building a positive learning relationship with Eli through his responses in their One-on-One reading sessions. This was clear when Laura began her very first lesson with Eli by telling him how many words he missed the last time he read a particular book and how long it took him to read (170 seconds). Laura then told Eli that the goal of re-reading the book this time was to "get a better time (with) fewer words missed" (L. Pendergast, iChat, November 3, 2008). It was obvious that she wanted to address Eli's need for fluency and Re-reading for Fluency is a TRI strategy that would support that very need. Laura seemed first and foremost focused on what strategy would be used and why. Eli looked nervous in response to the announced goal. His response most likely have gone by unnoticed in a large group instruction format, but was immediately noticed by Laura and she quickly provided emotional support. Laura responded more sensitively telling him, "I know we're gonna do great with this" (L. Pendergast, iChat, November 3, 2008).

When the reading strategy Laura planned was not matched to the student need, the One-on-One time was a bit strained. In one instance, Laura realized her instruction needed tailoring as Eli struggled to independently read the book Laura selected for him. Laura supplied words for Eli when he was stuck as a way to help him through the text, but she realized a higher level of support would be needed from her. She took over the reading of the book. Laura seemed flustered in this moment and Eli became very quiet, looking around

nervously as Laura read the book to him. Laura decided to abandon the book choice. She

reflected on this decision by explaining to Eli why she chose this particular book, *Out at*

Gumball Park, for him. Because she had been focusing on the many ways to spell the sound

"ow," she wanted to find a book with words containing that sound. Laura told Eli, "This is a

really hard book for us...I was desperately looking for "ow" books last minute" (L.

Pendergast, iChat, 2008). Laura was able to use the One-on-One time as a way to focus on

her instructional choices. In a large group setting, Laura would most likely not have realized

so specifically why *Out at Gumball Park* was or was not the best choice of text for each

student. In this context, Laura was seeing the results of her instructional choices immediately.

Instructional match may be conducive to fostering a closer teacher/student

relationship. At times when the reading instruction was an instructional match for Eli, such

that Eli was progressing quickly, the One-on-One space shared between Laura and her

student was characterized by warmth and praise. For instance, warmth could be observed

from Laura when Eli sorted words correctly. She nodded and smiled as he worked (iChat,

November 3, 2008). A second example of this phenomenon was observed in the second iChat

reading session with Eli. His fluency had noticeably improved since the previous

observation. Laura no longer announced goals of timed reading or word errors. When Eli's

reading was smooth and Eli was demonstrating a marked increase in confidence, Laura

became so excited by his work that she had him hold the pictures from his book to the

webcam so that I could also enjoy the book (iChat, November 17, 2008). This moment of

noticeable student reading improvement sparked several changes in the way Laura was using

two components of the TRI: (a) She began using the TRI Reading Strategy of Re-reading for

Fluency differently. Instead of announcing words missed and times to beat, this strategy was

now a time for the student to display his reading abilities, (b) the strategy of Re-reading for Fluency was also used as a way for Laura to compliment Eli on his success, thus building a closer bond between the two, and (c) Coaching was used as a way to celebrate the success of the student.

Through the One-on-One format of delivering instruction to Eli, the dyad strengthened the teacher/student relationship. This strengthened bond along with evidence of Eli's success, had Laura willing to cope with the loss of materials, where previously this was not something she was going to tolerate. For example, in the second iChat session Laura also used the TRI Strategy of Pocket Phrases with Eli. Pocket Phrases are phrases containing high frequency (sight) words. Laura had reported dropping this particular strategy a couple of weeks prior because Eli continually lost his index cards (iChat, October 29, 2008). However, at some point in between the first observed session with Eli and the second, this strategy was reintroduced (iChat, November 17, 2008).

In sum, the One-on-One format allowed Laura to reflect carefully on her instructional choices and to build a positive relationship with Eli. Eli's responses to Laura's diagnostically-driven instruction was the trigger that dictated whether Laura's reaction would be of instructional support or emotional support. Both kinds of support were noted during times of quick student success as well as times of student confusion. While the success of the student following a teacher change of practice as learned in professional development is explained through Guskey's Model of Teacher Change, the phenomena of student confusion as a response to a new practice is left unexplained in Guskey's Model of Teacher Change.

Summary

Success in with one component of the TRI translated to success in other components of the TRI for Laura. As she learned the technology, she was able to receive coaching on her practices. As she and I exchanged coaching e-mails specific to Eli, the professional relationship between she and I strengthened. As the coach/teacher bond was strengthened, time spent in the PLC was used more for discussing student needs than for airing problems within the school district or the technology. As Laura learned more about Reading Strategies, her diagnostic decisions for Eli could be planned and his success with those instructionally matched practices fostered a warm teacher/student relationship.

Appendix M

Portrait 3: The Second TRI Student—Lessons with Caleb

Data

Laura began working with Caleb in the first week of December, 2008. She first discussed Caleb in the TRI Weekly Team Meeting before I observed her One-on-One session with him. I observed one reading session with Laura and Caleb and exchanged three e-mails concerning Caleb and the session. Laura's work with Caleb extended into the middle of December.

Caleb

Laura identified Caleb as seventh most in need of reading support from her list of ranked students. She did not identify Caleb as being challenging, nor did she predict quick progress for him as she did with Eli. Caleb was a very quiet boy who barely spoke above a whisper. Laura saw Caleb as a student whose troubled home life influenced his behavior at school. Examples of those behaviors will be discussed later in this portrait and how those behaviors and Caleb's work with the TRI relate to one another. Laura reported that Caleb received TRI from Jennifer, the on-site coach for Smithfield, in a small group with two other students for almost four months prior to the first session I observed on December 8, 2008. I cannot be sure of Jennifer's fidelity to the intervention as I did not observe her practice. As well, Jennifer did not receive the same intense TRI Summer Institute as the rest of the teachers. Jennifer did watch the TRI DVD's that were shown at the institute and spoke extensively with Laura and me about the TRI Reading Strategies and models.

Use of Technology

Laura demonstrated technology-seeking behavior when she wanted to conquer obstacles in implementation. This behavior may have been encouraged by the provision of the MacBook laptops that possessed greater capabilities than simply the ones the TRI intended the teachers to use. I observed such behavior three times during Laura's work with Caleb when she (a) sought to learn iMovie so that Jennifer could observe recorded sessions and provide feedback, (b) sought to learn an editing application so that recordings could be cropped in length and therefore viewed in a more timely manner, and (c) sought to locate a USB mic so that Caleb could be better heard on the recordings.

Laura's desire to have Smithfield at the same level of implementation with the TRI as Pleasant View was the motivating force for her to seek technological solutions to ensure just that. Specifically, Laura was concerned that Jennifer, the on-site coach, was not yet observing Smithfield teachers and providing feedback. Laura and the other Smithfield teachers were supposed to be receiving coaching from Jennifer, but scheduling problems were preventing this. Laura knew Pleasant View's on-site coach was using iMovie as a way to record teachers' sessions and watch them as it suited her schedule. While Laura expressed a lack of confidence for the use of iMovie in September, she embraced the learning of it in a competitive spirit the first week in December. She did not want to be "outdone by a high resource school across town" (L. Pendergast, e-mail, March 15, 2011). Laura explained her reasons for seeking to learn iMovie on her own:

> I figured that if other people could do it (especially at high falutin Pleasant View), I could leqrn (sic) to do it, too (at lowly Smithfield. And it turned out to be easy. I didn't want to get left behind with technology and other new teaching tools just because they scared me. Everybody has to learn at some time - and I was going to, as well.

Also, I believed so whole heartedly in what we could do with TRI and with its professional development that I wanted to really support the initiative in every way possible. (e-mail, March 15, 2011)

Laura's technology-seeking behavior was observed when she contacted a teacher from Pleasant View Elementary who was using iMovie to ask for directions on usage. The Pleasant View teacher's guidance along with Laura's own trial and error allowed her to successfully record a session with Caleb.

More evidence of Laura's technology-seeking behavior was noted in Laura's reaction to the viewing of her first video. Laura realized that much of the video was spent recording non-instructional events such as waiting for the student to arrive, or arranging materials. Laura did not wish to give Jennifer a lengthier video than necessary as it might make the iMovie application unappealing. So, on her own, Laura sought to learn yet another application available on her MacBook. A teacher at Pleasant View advised Laura that this application could be used for sharing the movies, but Laura learned quickly this application could also be used as a tool to edit recordings, making them shorter by cutting out unnecessary footage (iChat, December 3, 2008).

Laura sought technology to solve a third problem related to Jennifer's ability to begin providing coaching--the problem of Caleb being inaudible on the iMovie recording. Jennifer and Laura watched the first iMovie together afterschool on December 2, 2008. They quickly noticed Caleb's soft speaking tone was going to hinder Jennifer's ability to understand him, thus impeding the feedback. Laura wanted to locate a microphone to attach to Caleb's collar so that Jennifer could accurately hear his reading. Laura described the issue during theTRI Weekly Team Meeting:

I'm going to get a . . . mic . . . that will fit into my computer so we can mic Caleb cause he's my new student and he talks (in a whisper) . . . We're gonna see if we can

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get him with a mic cause there's no way we're gonna get him with a camera . . . I think it would be great because (Jennifer being able to hear the students on iMovie) is a problem. (iChat, December 3, 2008)

Laura's dedication to the advancement of Smithfield students is at the core of her reasons for wanting full implementation. When member checking, Laura recalled:

I wanted her (Jennifer) to understand TRI with as much fidelity as possible, just as I wanted to do TRI with fidelity. I believed and still do that research, sustained effort, and collaboration to get instructional strategies right can, will, and do make me a better teacher because my kids learn more and advance faster.

And, I knew that Smithfield's children needed all the acceleration they could get. (e-mail, March 15, 2011)

In sum, Laura's dedication to moving Smithfield to full-implementation initiated technology-seeking behavior in her. Laura found resolutions to problems hindering one aspect of implementation; on-site coaching from Jennifer. Jennifer's coaching, as Laura saw it and as intended by the TRI, would lead to better teaching and therefore more student learning. Laura began her quest for solutions using technology afforded to her by the TRI.

Use of Reading Strategies

The district-mandated basal series containing a different approach than the TRI initially had a greater influence on Laura's implementation of reading strategies than the professional development provided by the TRI. This phenomenon was evident during Laura's use of the TRI Word Work strategy of Change One Sound through December. As Laura progressed deeper into the new basal series in the greater class setting, she began to infuse the spelling requirement of the new basal into her TRI sessions with Caleb, thus changing how she used the Reading Strategy of Change One Sound. The basal placed an emphasis on learning to spell the differing graphemes of identical phonemes. For example,

the basal held the expectation that students would learn to spell select words containing the sound of long a such as cake, day and made.

Laura's modified version of Change One Sound did not sync with the intended principle of the strategy. The principle of Change One Sound is for the student first to aurally isolate and then kinesthetically manipulate sounds within words. The strategy involves the teacher placing selected phoneme cards at the top of a small dry erase board. The bottom of the board contains line segments representing the number of sounds found within a given word. For example, the teacher might say the word "shut." This word has three sounds (sh, u, t) so there would be three line segments. She would select the cards of "sh, "u" and "t," and place them on their respective segments. The teacher would tell the student the word is "shut" while running her finger under the phoneme cards displaying the word. Next the teacher asks the student to Change One Sound so that the word would now say "shun." The student must discriminate what sound in "shut" is not in "shun," remove that card and then choose a phoneme card that would supply the missing sound to complete the word "shun." The phoneme card containing "n" would be available for the student to select at the top of the board. It is important to note, when the teacher decides which cards she will put at the top of the board, she should not place more than one spelling of a given phoneme (i.e., kn, n). When more than one spelling of a phoneme is available for the student to select, the focus of the strategy comes away from sound and is placed on conventional spelling, which is a developmental leap ahead of the student's current literacy abilities—if Change One Sound is at the student's instructional match for reading development.

The way Laura employed the strategy, she provided more than one spelling of a phoneme. For instance, Laura asked Caleb to change "match" into "much." Caleb changed

the one sound that was different, creating "mutch." Laura told him the spelling was different and with her help, changed the "tch" card to the "ch" card.

Laura used TRI Reading Strategies as intended more quickly when they did not compete with practices contained in the basal. She used the strategies of Re-reading for Fluency, Try One Sorting (a Green Level strategy) and Guided Oral Reading as intended. These strategies did not seem to be influenced by the ideas presented in the basal. The strategy of re-reading was encouraged by the basal. Try One Sorting did not have an activity that was comparable within the basal for Laura to have to reconcile with ideas presented for this strategy by the TRI. Guided Oral Reading does not have a prescribed approach, but rather focuses on instructional match and teacher's support. The teacher varies her level of support depending upon the individual student's immediate needs. This is different from the daily plan prescribed by the basal with the focus being on a specific skill, not a specific student.

Although Laura initially displayed a misconception about the strategy of Change One Sound, the remaining strategies were employed as intended and Laura's decisions for instruction for Caleb had him progressing quickly. Laura was the first teacher at Smithfield to progress a student so quickly to Green Level (advanced phonics) strategies. She was also the only teacher at that point using more than one level of strategies in the same session with a student. While there was some confusion about the infusion of spelling into the Change One Sound strategy, Laura was still able to see Caleb's need to advance from Blue Level Work into Green. In my feedback to her I noted:

> I LOVED how you went into some green work with Caleb after he did some blue work. Your TRI session with Caleb is the perfect example of how a student may need some blue work, but still be ready to dip his toe into some green. You did not keep

Caleb in all blue, but challenged him in both blue and green. Your diagnostic thinking about Caleb as a reader was clear to me in every aspect of his lesson.

Laura's work with Caleb demonstrated her ability to implement the majority of the TRI strategies with high fidelity. This fidelity led to Caleb's quick progression, a student who Laura had not initially anticipated would make quick progress. Laura's misconception about using spelling as a part of the Strategy of Change One Sound did not negatively influence her diagnostic choices for him.

Use of Coaching Specific to Reading Strategies

Laura was using coaching to engage in conversation with me. These conversations demonstrated she was receiving and reading the feedback I sent her. Laura used my e-mailed feedback as a springboard for discussion about Caleb outside of his work in the TRI. I provided detailed feedback about Caleb's reading successes during his session with Laura. Laura responded to my e-mail by telling me about Caleb's home life. More about this aspect of the e-mail is discussed in the Benefits of One-on-One section.

Laura used the TRI Weekly Meetings as an extension of a space for coaching. As Smithfield needed much support in getting started with the TRI, I was consciously allowing them to shape the PLC as they saw fit. In doing so, Laura began to seek coaching within the time/space of the PLC rather than keeping the coaching contained to e-mail with me. I named this phenomenon, "coach-extending behavior." For example, on December 3, 2008 Laura used the PLC meeting to describe her work with Caleb in detail. Until this point, the PLC was being used mainly to report and tally what strategies were being used by each teacher, but not discussing specific student responses to those strategies or teacher decisions. This is exactly what Laura did at this meeting. By opening the discussion to include student responses and teacher actions, she was extending the space of coaching from just e-mail to

now include coaching within the PLC meeting. Laura discussed how she asked Caleb to change "grass" to "gas" during *Change One Sound* and told of his difficulties with the task. I thought this was a great time to review the principle behind the strategy as Caleb's difficulty was due to the strategy being used in a way other than intended. Caleb was given phoneme card for both "s" and "ss" to choose from, which was confusing and detracted the emphasis from sound to spelling. As well, Caleb would need to change two cards, one for sound (removing the "r" and one for spelling (exchanging "ss" for "s"), which demanded too much from his developing phonemic awareness abilities.

Laura displayed what I have named "coach-blocking" behavior during the TRI Weekly Meeting as a response to block my coaching when it was to provide clarification of her misconception. I tried explaining how this use of Change One Sound was more of a spelling lesson. There was a moment of tension and Laura blocked my further explanation by telling me it was not the s/ss confusion for Caleb, that he was doing well on the spelling aspect. She said Caleb was having trouble removing the "r" sound. She began talking about other aspects of the lesson and the "ss" vs. "s" discussion was dropped. Laura exhibited coach-blocking behavior when she felt she might be corrected in the meeting. I sensed this and did not press the issue since there were other teachers present and I did not want Laura to feel singled out or as having made a mistake. In this way, I too was exhibiting coach-blocking behavior.

As the coach, I should have followed up on the discussion that had been coach-blocked in the context of the PLC with an e-mail. This may be an effective way of providing the coaching that had been hindered. A private e-mail following the meeting with a more thorough explanation of Change One Sound would have been a positive way to provide the

needed coaching without feeling I was embarrassing Laura. I realized this solution only in hindsight.

I knew I did not coach well concerning this basal-influenced version of Change One Sound when Laura conducted the strategy similarly when I saw her on iChat with Caleb on December 8, 2008. I wanted to address this issue, but leave room for Laura to explain her use of the strategy if she wanted to. Giving her feedback was intimidating to me as I was always aware of her accomplishments in education and did not want to insult her or simply tell her what to do. In my e-mail feedback, I explained:

> Caleb handled his new phonics very well! He used the "ch" sound comfortably and made the word "much." I think he understood that the "tch" he was also introduced to made that same sound. He was only a bit confused when to select "ch" and when to select "tch." Do you think he might get used to seeing both of these sounds and manipulating them if shown separately? For example, if he did not have "ch" and "tch" as choices on the board, only one of those so that one day he could make chug, much, such and chin and another day he could make catch, hitch and hutch? I think then if he saw both spellings in the context of a book, he would know to make the "ch" sound. What do you think? (J. Gunther, e-mail, December 9, 2008)

The basal series, along with my own coach-blocking seemed to have a stronger influence on Laura's decisions at this point than the TRI professional development where the reading strategies were introduced. While I did not observe Laura implement Change One Sound again with Caleb after the e-mailed feedback, her reply demonstrated she was considering both my advice as well as the demands of the basal:

> We have ch and tch words in our spelling this week. I had introduced the word sort with these earlier that morning. I agree that it is a bit much. It requires that Caleb get into words that are not familiar sight words for him. So, that requires more from him - perhaps too much. We are in Unit 3 in the reading series and have words match, catch, chip, chop, chin, as well as whale and white, and whip. That's three digraphs (pictures) - kind of sort of - two spellings for one sound. We'll watch how he does. On a good day Caleb does pretty well with his spelling-district required. (L. Pendergast, e-mail, December 9, 2008)

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Laura exhibited coach-extending behavior as a way to discuss her specific student during the TRI Weekly Meeting. Coach-blocking was exhibited by both Laura and me. Laura blocked me from further explanation of my point and I blocked my own coaching from both finishing my point in either the PLC or in e-mail follow up.

Use of Professional Learning Community

The PLC can be used as a place to reflect upon how different reading instruction within the school is benefiting the students. Laura began using the Professional Learning Community as a way to talk critically about how students were being taught to read. Smithfield had students in small groups and each group was assigned to a teacher or assistant for reading instruction. Because of this format, Laura felt she did not always have a strong grasp on what reading behaviors were being exhibited by each of her students because she was not working with all of them each day. Jennifer taught some of Laura's students, using the TRI with her small group. Cindy, a reading specialist who was not a TRI participating teacher, taught others of Laura's students. As Laura reported her first week of work with Caleb to me, she commented that she felt he would progress quickly because he had been working with Jennifer since the beginning of the school year using the TRI as opposed to the reading specialist who was not. She reported:

> He read it (his book) beautifully . . . so he is gonna do great . . . (of) course he is already Jennifer's student you see . . . it makes a big difference who has been teaching the kids reading . . . because how ready they are. (L. Pendergast, iChat, December 3, 2008)

While Laura did not initially predict Caleb would make fast progress in reading as per her screener in August of 2008, she felt differently now. Her new confidence in Caleb's ability to excel stemmed from her belief that his work in the TRI with another teacher gave him an advantage over students being instructed with another program and teacher.

Benefits of One-on-One Format

Laura's awareness of Caleb's difficult home situation positively influenced her perceptions of the benefits of a One-on-One format for reading instruction. Laura clearly sympathized with Caleb's unstable home life and believed home life to be the root of disruptive behaviors in class. Laura informed me:

> You might want to know that Caleb is a bit of a Jeckyl and Hyde. He can be very naughty, annoy others, and totally unfocused in his behavior - for example, scribbling all over what is in front of him or trying to ruin someone else's work. Those days are rarer and rarer, however. I think it has a lot to do with what's going on (in his home). He is on meds and gets them at home in the morning for ADD. There have been serious difficulties at home in the past. There probably still are issues. The family of five just moved into a two bedroom trailer with his step dad's prents (sic)and his uncle. They couldn't pay the rent and this is supposed to be temporary. (e-mail, December 9, 2008)

After explaining Caleb's home life, Laura went on to explain that she felt both Caleb and she were benefitting from the One-on-One time. She felt this time was, "great for us -he is successful and gets my undivided attention. I love the One-on-One time - both the student and I can think about what is happening."

Laura realized that her One-on-One time with Caleb was positively impacting his participation in class. This realization had her replacing her initial thoughts of guilt for spending time with just one student at a time, to valuing the time spent individually with Caleb. After the one reading session I observed, Laura responded to my e-mail feedback by telling me:

> He requires One-on-One coaching and then goes off and works diligently for an extended period of time. He is very interested in reading and works hard at it - One-on-One and independently. . . . Working with Caleb in TRI is really great for us -he is successful and gets my undivided attention. This carries over into the rest of his day. (e-mail, December 9, 2008)

For Laura, student characteristics played a role in her perception of the benefits of using a One-on-One model of reading instruction. Laura saw the benefits for both Caleb and herself. Not mentioned, but can be extrapolated, is the benefit to the class as a whole. As Caleb was no longer distracting other students and destroying their work, they were indirectly benefiting from Caleb's One-on-One time with Laura as well.

Summary

During Laura's work with Caleb in the beginning of December, her driving force for implementation was her desire to have Smithfield's teachers and students performing equally with Pleasant View's teachers and students. Laura's vision of how this might be accomplished involved using the TRI components as a portal into creating a community of professionals at Smithfield (including myself) who could consider the children in contexts broader than the intervention itself. These broader contexts include the larger class setting, home and other classrooms.

At this point, I pictured Laura's path to change thus far as beginning with her macro-motivation, a broader picture, she has had since the summer institute for Smithfield children to improve academically. This motivation led her to become an active participant in all aspects of the TRI Professional Development. She implemented new practices in the One-on-One format and found student success in reading during the sessions. She also found this new format provided Caleb with the attention he needed to then perform better during the school day. Laura's positive e-mails expressing her enjoyment of the program demonstrate that the progress seen is indeed what she had hoped for, maybe even more. Caleb's individual success is a micro-motivation. He is a piece of the larger puzzle, but necessary in the

realization of Laura's larger goal. By serving the Smithfield children one at a time, the macro

picture Laura held was beginning to be realized.

Appendix N

Portrait 4: The Third TRI Student—Lessons with Drew

Data

Laura began working with Drew in the beginning of January, 2009. I observed Laura working with Drew once. She reported having worked with him one time before I observed. She discussed her work with Drew in two TRI Weekly Meetings. I exchanged four e-mails with Laura about her work with Drew, which extended until January 28, 2009.

Drew

Laura identified Drew as second most in need of reading support from her list of ranked students. She predicted Drew would make quick progress as she did with Eli. Laura described Drew as being one of the most insightful students in her class when it came to listening to her read-alouds and discussing story events (e-mail, January 29, 2009). She felt the TRI would be beneficial to Drew because she felt he was making nonsensical guesses at words while reading and needed strategies for making better attempts at words (L. Pendergast, iChat, January 28, 2009).

Laura reported Drew had been working in a reading group with Cindy, a non-TRI reading specialist from August 2008 until January 2009. Laura's work in January, 2009 implementing the TRI with Drew was her first experience of formal reading instruction with Drew. A plan for Drew to be in Jennifer's reading group four days per week instead of Cindy's as well as to work with Laura four times per week was put into place (e-mail, January 13, 2009).

Use of Technology

Laura's use of technology supported her implementation of the TRI. She easily used iChat for Weekly Meetings as well as One-on-One Reading Sessions to be observed by both Jennifer and me. Laura continued using e-mail as a means of actively participating in coaching conversations with me.

Laura's new ease in using iChat for intended TRI purposes may have helped her decide to add the use of iChat as a spontaneous form of communication with me. She added the use of iChat to speak with me at non-scheduled meeting times. She called me via iChat twice during the month of January simply because she saw I was logged into iChat (January 7, field notes, 2009). She preferred to ask me a scheduling question over webcam in real-time rather than to e-mail me her question as she typically would have before becoming so at ease with iChat.

I interpreted Laura's use of iChat as a means to spontaneously communicate as an indication of Laura's regard for me as a coworker at Smithfield. Much like one teacher might ask another a quick question in passing in the hallway, Laura made use of iChat to communicate in the moment. Another example of Laura's use of iChat to solidify my coworker status occurred during the weekly meeting on January 28, 2009. Laura called my computer via iChat before any of the other teachers were in attendance for the meeting. Laura brought the school's custodian to the camera and introduced him to me. She joked and was friendly; not talking about TRI until the other teachers arrived.

Summary of Laura's use of technology. Laura's success with the technology necessary for implementation of the TRI allowed for her full participation of the intervention without frustration. This success also encouraged Laura to use the technological application

of iChat to suit a more personal style of communication than e-mail. In this way, the technology provision coupled with Laura's technological skills, were supporting her involvement in the TRI. The technology and Laura's new skills were also fostering a closer working relationship between Laura and I.

Use of Reading Strategies

Laura used TRI Reading Strategies as a way to support two district initiatives; the mandated use of the basal and Response to Intervention (RTI). RTI is a multi-tiered approach to provide support to struggling students through the use of research-based interventions.

Laura used the TRI Green Level Strategies to enhance the advanced phonics instruction promoted by the district-mandated basal in the larger class setting. The basal's method for introducing advanced phonics such as long vowels, was to introduce one possible spelling for each of the long vowels individually. In doing so, the emphasis was on spelling, rather than the sound of the long vowel. For example, the spelling of the sound of "long a" might take the form of __*a*__*e* as in the word *make*. As per the basal, students should learn many words with that spelling only and would be introduced to another spelling of "long a," such as *ai* as in *paint*, in a future lesson. The TRI presents students with a variety of long vowel spellings simultaneously. This places the emphasis on sound as students become immediately aware that the sound of long a can take many forms. Laura reported she had modified the way the basal presented long vowel sounds to include many spellings at once so that the whole class could benefit from the same way the TRI students were learning advanced phonics (iChat, January 28, 2009).

Laura used her work with Drew as an approved intervention strategy to meet the requirements of the plan set for him through Response to Intervention. Drew was identified

at Smithfield as a student in need of academic support and close progress monitoring. A plan was set for him to receive more intense instruction. Laura requested that her work with Drew serve as part of this instruction. This request was granted by the Student Services Team at Smithfield. Laura was proud to announce she was both, "Drew's TRI teacher AND his RTI teacher" (iChat, January 28, 2009).

Laura chose TRI Strategies based on her diagnosis of Drew's instructional needs. Laura saw Drew as needing instructional support with word level skills based on responses from Drew during her first session. She felt his background knowledge was rich and supported his listening comprehension, but that he was not always using the text to gain meaning when he was reading on his own. Laura described this diagnosis to me in a TRI Weekly Meeting:

> The biggest problem with Drew is that, when I had him retell Janey Crane, I mean he could tell you everything. Now he has reread it and reread it and reread it . . . so he's just got a lot of, he's got a lot of knowledge and he's very articulate, but he has this bad, bad, bad habit of saying anything that he thinks should be on the page. If he thinks that is what the author should have said, that is what he will say. (iChat, January 8, 2009)

Laura implemented strategies from across TRI levels of word work after diagnosing Drew's needs. Most of the participating teachers did not do this. Typically, the teachers would implement strategies from just one TRI level at a time. Laura felt that Drew needed support in blending phonemes, but also felt he could be challenged to learn more difficult skills at the same time:

> The thing that is difficult for Drew are blends at the beginning of a word and at the end of a word. So, I am doing Blue (level work) and I am doing Green (level work) because I feel like I need to keep working those blends until he really hears it well, but I also think he is quite capable of going beyond that because it is more about the way he hears it. He is reading a lot. (iChat, January 8, 2009)

Laura implemented the TRI Reading Strategy, *Change One Sound*, demonstrating a new understanding of the principle of the strategy. Laura's use of *Change One Sound* with Drew was implemented as intended, with an emphasis on sound, not spelling. Laura placed phoneme tiles at the top of Drew's whiteboard and asked him to build the word *beg*. She then asked Drew to change the word *beg* to *bell*. Drew was successful with both tasks. Laura then asked Drew to change *bell* to *belt*. Indeed this would be changing one sound, however Drew only had the option of using the *ll* card to make the third sound in the word *belt*. While the TRI has a focus on sound, it does not promote incorrect spelling, but promotes limiting the student's choices of phoneme cards such that the spelling would be correct. Laura realized if she added the single *l* card, she would be placing the emphasis back on spelling by having Drew need to know which spelling of the phoneme was correct to make the word *belt*. She removed the *ll* card, placed the *single l* card at the top of the white board and Drew created the word *belt* successfully by opting for the single *l* card and the *t* card. Laura's understanding of the principle of the strategy of *Change One Sound* was clear in this transaction.

Summary of Laura's use of reading strategies. Laura was fulfilling her obligations to both the TRI and the district. In instances where initiatives clashed in theory, Laura chose the lens of the TRI to fulfill her tasks for the district requirements. Laura based her TRI instruction on her diagnosis of Drew's needs. This diagnosis called for strategies from more than one level of TRI work during each session. Laura demonstrated a new understanding of the TRI's focus on sound as opposed to spelling. This new understanding was demonstrated both when she spoke of her diagnosis of Drew's need to focus on sounds within words as well as her implementation of the TRI strategy, *Change One Sound*.

Use of Coaching

Coaching may have had a stronger influence over Laura's instructional decisions than the basal. I base this claim on evidence presented in the preceding section, *Use of Reading Strategies*. As discussed in the *Use of Reading Strategies* section, Laura's new understanding about the TRI's emphasis on sound rather than spelling had her changing her practice in the larger class setting by modifying lessons presented in the basal to reflect the model of reading instruction held by the TRI.

Coaching via e-mail concerning practice positively impacted Laura's implementation of the TRI Strategy of *Change One Sound*. While I felt Laura was beginning to consider my feedback about focusing on sound rather than spelling with this strategy at the end of her work with Caleb, I saw evidence of her change of thinking from an emphasis on spelling to implementing the strategy with the emphasis on sound during the one session I observed of her working with Drew. This evidence was presented in the preceding section, *Use of Reading Strategies*. In my e-mailed feedback to Laura I focused on the responses Laura made to Drew that demonstrated her new understanding:

> when he was building the word "blend" and chose the sounds for b,e,n and d. With your scaffolding and holding out of sounds, Drew was able to identify the missing sound. You were careful to only give Drew the bit of support he needed to get the answer on his own and not segment for him. Wonderful! I think after that he was a bit more attuned to really listening for the sounds in the other words given. (J. Gunther, e-mail, January 9, 2009)

Laura used coaching as a way of providing me with details about student characteristics I would not be privy to otherwise. Laura informed me that Drew frequently came to school without his glasses and that his handwriting was "problematic" (e-mail, January 13, 2009).

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Providing e-mailed feedback to Laura containing only specific positive feedback stifled the digital conversation between Laura and myself. While Laura typically responded to my feedback about her instruction, she did not during her work with Drew. This was the first time I did not e-mail her suggestions for change. Laura did respond to a question at the end of my feedback concerning Drew's work in the larger class setting, but did not comment on my thoughts about her teaching (e-mail, January 13, 2009).

Summary of Laura's use of coaching. Coaching was providing Laura with guidance into the principles behind the TRI strategies. These principles were reflected in both her TRI session as well as her reported classroom practice. Laura used coaching as a way to communicate unseen student characteristics to me. Laura used coaching as a way to receive positive feedback on her instruction and answer my queries.

Use of Professional Learning Community

Laura used the TRI Weekly Meeting as a time to solidify a friendly work relationship with me. Laura called me via iChat earlier than our scheduled meeting time for both TRI Weekly Meetings held during her work with Drew. Laura was the first teacher in attendance each time. Laura joked with me, talked about what was going on at Smithfield and introduced me to the school's custodian (iChat, January 28, 2009). The nature of this exchange was much like coworkers who share a face-to-face workplace.

Laura used the meeting time to inform me of happenings within the district that were TRI-related. There was a district-wide meeting that had been held concerning the TRI. An administrator in the central office requested a teacher from Pleasant View attend the meeting and make a presentation on her students and the TRI experience thus far. The teachers at Smithfield were not asked to attend the meeting. Laura felt Smithfield had been purposely

left out and refused to attend the meeting when finally asked just hours before the meeting was to begin. Laura and Jennifer both felt part of the reason they were left out was that Smithfield had a new principal who did not know how to network with the central office administrators like the seasoned principal from Pleasant View (iChat, January 28, 2009).

Laura used the TRI Weekly Meeting to discuss and defend a home/school choice she made for Drew. This choice involved Drew's lack of reading glasses at school. Laura described the problem and her solution:

> It's very difficult to get his glasses at school at all. But, I did something last week and it really worked because we just called home and asked his parents to bring his glasses and they brought them around 11:00 am and he (Drew) wasn't very happy. And the worst thing that happened was that when I sent him to the office to (to ask the secretary) to call his parents to bring the glasses, (the school secretary) told him, "I'm not doing this everyday" and he came back in tears. And I told him, "I'm really sorry that that hurt you and I'm sorry that you had to go through that and then we had this long talk with everyone about it's your responsibility, not your parents, to see that you have your glasses, to see that you have your backpack, to see that you have your library books", because if, because we have to make it the child's responsibility cause there's nothing we can do to make it the parents' so . . . (L. Pendergast, iChat, January 14, 2009)

I was concerned about Laura's approach and this was clear by my facial expression as well as my voiced suggestion that a second pair of glasses be left at school for Drew (iChat, January 14, 2009). I expressed too, my worry that Drew was not participating in instruction until 11:00 am.

Laura acted as defender of both herself and her students with her reply:

> And it's the same thing with Caleb he forgot his glasses last week . . . but Drew's dad *can* bring his glasses, it's just that he doesn't, you know, he's not happy about it, but he can, so (I ask him to do it). These families don't have extra sets of glasses. They, you know, it would be nice if they did . . . (iChat, January, 14, 2009)
> **Summary of Laura's use of the professional learning community.** Laura used the

TRI Weekly meetings as a way of providing me with a broader picture of Smithfield. She introduced me to staff at the school, informed me of district-wide happenings and gave me a

scenario of Drew within the larger class setting. The space created by the PLC is one where Laura was including me as a Smithfield teacher.

Benefits of One-on-One

Laura was able to enjoy Drew's strength of possessing a rich background knowledge during their One-on-One TRI session. Evidence of this enjoyment happened when Laura presented Drew with a book about bears. The book's cover depicted a family of bears wearing winter clothing outside in the snow. She asked Drew to tell her if he thought the book was going to be real or made up. Drew quickly said it was a made up story because the bears on the cover looked like grizzlies and, "they build theirselfs a den and sleep in it" during the winter (Drew, iChat, January 8, 2009). Ignoring the obvious (and expected) answer that the bears were wearing clothing, therefore the book must be fictional, Drew went on to discuss his trips to the library with his father and how they have already read about grizzly bears, black bears and polar bears. "Grizzlies are hibernating…Polar bears are the only ones who come out" (Drew, iChat, January 8, 2009). Laura smiled widely, complimented Drew on his information and asked him a few more questions so he could showcase his expertise a bit more. His knowledge and excitement about what he knew endeared him to her.

Laura reported success for Drew after working with him just one time. This success was both academic and emotional. In a TRI Weekly Meeting Laura said, "He is doing really well. Im just beginning to see how this TRI is going to make a difference" (iChat, January 14, 2009). She also said Drew was "happy" and "hugging her" (L. Pendergast, iChat, January 14, 2009). Laura seemed a little surprised by Drew's behavior as it was new. It seemed her relationship with Drew was made stronger after just one session of 25 minutes duration.

Laura explained, "Drew has been seen by another Reading specialist this entire year for guided reading. So this is really my first opportunity to work with him in reading. That One-on-One is so good for all of us. Thank you, Jeanne" (e-mail, January 13, 2009).

In addition to Laura's work with Drew, she was also still meeting briefly with Eli and Caleb. Laura believed it was important to continue working with Eli and Caleb individually several times per week in order for them to continue progressing in their reading at the same rate as they were when they were engaging in the TRI. She was not conducting full TRI sessions with Eli and Caleb, but rather spending a little bit of time with them just for them to read to her individually. Laura told me, "If I didn't (meet with them individually), they wouldn't keep the motivation, the same "gusto" (iChat, January 8, 2009).

Summary of Laura's benefits of the One-on-One format. Laura enjoyed a closer student/teacher relationship with Drew that she did not have prior to working individually with him on the TRI. She continued to foster the bonds she created with Eli and Caleb by simply reading with them individually for a few minutes per day. This also motivated Eli and Caleb to continue their efforts in reading.

Summary of Portrait Four

Laura was building stronger relationships with Drew and me. Laura was also building a stronger understanding of the TRI's principles through practicing the strategies and receiving coaching. Laura's understanding was strong enough that when she was faced with clashing principles from the basal, she reconciled what she felt was a better approach to teaching advanced phonics (that used in the TRI) with what she was obligated to do for the district (make use of the basal). Previous to her work with the TRI, Laura did not think the way the basal presented advanced phonics was problematic. After her deeper understanding

of the TRI, she changed her beliefs about the basal and indeed found the manner in which advanced phonics were taught to be inferior to the TRI.

Laura's new understanding of the *Strategy Change One Sound* came about through coaching. When Laura more correctly implemented *Change One Sound* with Drew, it was clear that she returned to professional development (coaching) to help her understand why Caleb's responses were not as she had hoped. She learned the reason and implemented the strategy as intended by the TRI with Drew.

Guskey's Model of Teacher Change does not allow for an explanation of the process of teacher change when the student demonstrates a misconception due to a teacher misconception. His model allows only for the explanation of teacher change when the student is successful via successful teacher implementation of the new practice. This is a flaw of his model that calls for revising since teacher learning should be expected to include misconceptions. A student can be successful when the teacher examines the practice in need of further refinement and implements the new practice again. I envision Laura's path to change thus far as depicted in Figure 7.
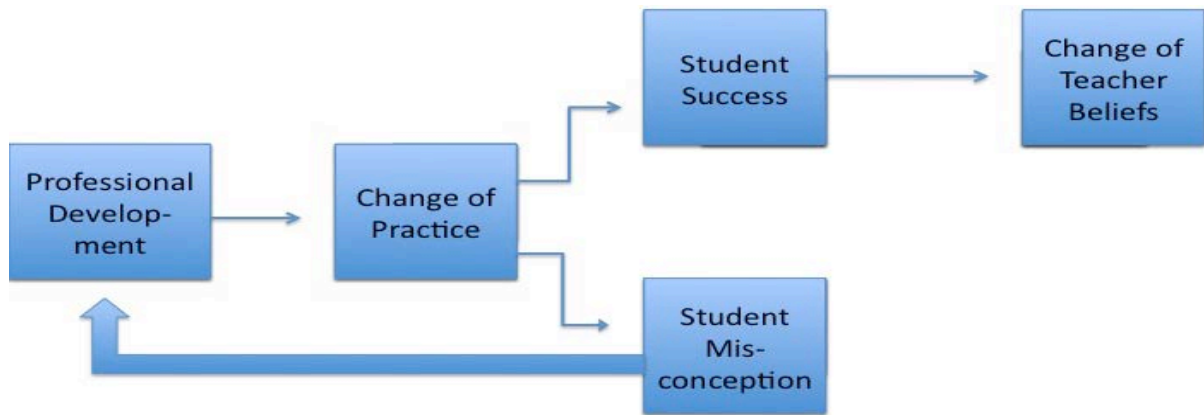
Figure 7. Laura's path to change.

Appendix O

Portrait 5: Laura's Work with Troy

Laura began working with Troy in the last week of January 2009. I observed Laura working with Troy seven times during the time span of February 2, 2009 through April 1, 2009. Laura discussed Troy during two TRI Weekly Meetings. Laura and I exchanged 14 e-mails and 53 lines of instant messaging concerning her work with Troy. Most salient among the findings in this portrait, Troy's unexpected emotional needs prompted Laura to use the TRI affordances of coaching, technology and reading strategies in unexpected ways.

About Troy. Laura identified Troy as the student in her class most in need of reading support. On the screener given to Laura in August 2008, she did not predict Troy would make quick progress and indicated she felt Troy was "challenging." Laura reported that Troy had been receiving One-on-One reading support since the beginning of the school year from a reading specialist who was not a TRI participant (iChat, January 28, 2009). Like Caleb, for whom Laura also did not predict fast progress, Laura perceived Troy's home life to be difficult and the reason for much of his academic struggles. Laura also felt Troy's lack of preschool experiences were a cause for his need for academic and emotional support. Laura explained:

> Troy started kindergarten in the middle of the year. He apparently has no preschool experiences and came to kindergarten with little readiness for reading. Even this year, he came in not knowing letter names or sounds . . . (His mother) is pregnant with her fourth child - three dads. the second fellow just got out of prison for sexual assault of a fifteen year old. Troy and his mom say that this guy is stalking them. So, Troy has a lot going on at home. (e-mail, February 11, 2009)

Further details about this e-mail are provided in the *Use of Coaching* section.

Use of Technology. *Technology as a Tool.* By January, Laura regarded technology as a useful tool aiding in the improvement of her own practice and promoting the success she witnessed in her students. Evidence of this claim was apparent in her e-mail to me following several technological failures:

> For me, the real point is it (the use of technology needed to participate in the TRI) does it help kids. I have been a strong proponent for TRI since first learning about it. I just love it! I know my children have progressed so much more because I was involved in TRI. I learned a lot. (The TRI) really is not about the technology (though), is it? It's rather technology helps us meet our goals of better serving students. And, it has and it does! I see too many people enthralled with the technology possibilities but not connecting it back to student learning. TRI never did that. Thanks so much. (L. Pendergast, e-mail, March, 9, 2009)

While Smithfield experienced difficulties with technology at first, Laura now felt technology was supporting her greater goal of improving student achievement.

Technology use as membership. Laura viewed herself as a member of a community of capable technology users because of the success she experienced thus far in learning the technology necessary for implementation. In Laura's own words:

> I am so glad to have come into the ichat world! . . . There is a certain amount of trust involved. You guys thought it was possible. We said, "Okay, we'll give it a try." It's too bad we had the annoying obstacles we had at first. But, even so, we stayed with it. Other people can do it. So, doggone, so can we. Now it seems like second nature. And, I overcome my ineptitude with technology. (L. Pendergast, e-mail, March, 9, 2009)

Laura's reference to other people being able to use the technology was about the other school for which I was a coach, Pleasant View. Laura felt a sense of competition with Pleasant View. Pleasant View experienced quicker success with the technology. It is also a school in a wealthier community and Laura felt district services gave preference to Pleasant View.

Technology failure as an opportunity to demonstrate flexibility. Laura's satisfaction with the success of her students allowed for a newfound flexibility with technology. In fact,

each of three times that technology failed during her work with Troy, Laura engaged in a positive solution to that failure and continued with her implementation of the TRI. The first instance of this phenomenon occurred when iChat suddenly quit during the first of seven sessions I observed. Troy was very nervous about the camera and having me, a stranger, observing his reading. After iChat quit, Laura called me back. When she appeared on camera, she had her arms on either side of Troy as though she were showing him how to make the iChat call (iChat, February 2, 2009). This action put Troy a bit more at ease while simultaneously allowing me to continue with the observation.

The second time the technology failed and Laura demonstrated flexibility was during the fifth session I observed. There was a problem with sound on iChat and Laura could not hear me although I could easily hear Troy and her. This session was particularly emotional and I did not want to have to wait until my e-mail to Laura to provide positive feedback. I decided to use instant messaging through iChat. Laura saw my messages appearing on the screen. She looked pleasantly surprised and used the messages as another opportunity for Troy to read. She scaffolded his reading of my messages that were praise to him for his hard work. While Laura had never used IM before, she looked at the screen momentarily, figured out how to respond to me and did so. I asked Laura if she could "see this chat," to which she responded, "Great…yes" (Instant Message via iChat, March 2, 2009). Further discussion of this instant message conversation and the emotional nature of the fifth session are included in the sections of *Use of Coaching* and *Benefits of One-on-One* later in this portrait.

The third instance of Laura's flexibility with technology came after a failed attempt to connect via iChat for an observation on February 16, 2009. Laura e-mailed me to reschedule a makeup session. She also requested a new observation time that would allow for district

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testing to occur without her need to cancel her TRI session as other teachers had done. Laura explained:

> When I did attempt to open my computer, I couldn't get into AIM. When this has happened before, I have to reboot my computer. I did this. when I finally reached you, we were quicly disconnected - you were frozen on the screen. I went through the same process again and when I got through, you were off line. Could we rebook for this week? I amvery sorry for any inconvenience this has caused you. also, I need to move my TRI time for the week due t tsting in ELL and reduced staff in my room for reading blitz. I could do it at 8:30 my time on Wednesday or Friday. I could do it at 9:20 on Tuesday, or 9:05 on Thursday. (e-mail, February 16, 2009)

And so, even with a small flurry of technological difficulties occurring, Laura held a positive attitude about technology and its possibilities. Laura's statement about her students performing better because of her involvement in the TRI may be the reason for this attitude.

Technology use to create a positive student/teacher relationship. Laura used technology to foster a warm teacher/student relationship with Troy. Evidence of this phenomenon occurred when iChat suddenly quit during our first observation on February 2, 2009. After the disconnection, Laura called me via iChat and, as explained above, had her arms around Troy as if showing him how to make the call. The physical closeness coupled with the permission for Troy to do something special (as connecting via iChat was something the teacher tended to do) allowed for Troy to feel more relaxed with both Laura and my virtual presence. He seemed happier and more motivated to read after this occurrence.

A second instance of Laura's use of technology to foster a warm relationship with Troy was observed after Troy finished reading a book about a dog during the February 2nd observation. The book was challenging for Troy and Laura scaffolded his learning by focusing on how the pictures supported the text. At the end of the book, Troy looked nervous and tired. Laura praised him heavily and continued focusing on the last picture. She had Troy hold the book up to the webcam to share the picture with me. I was able to join the

conversation about the picture and the reading because of this. Laura had never invited me into a session in this manner before this instance. She was able to use my presence on iChat as a way to provide more praise for Troy. These two examples demonstrate how Laura used technology creatively to foster a more comfortable, closer relationship with Troy.

Summary of Laura's use of technology. Even though Laura experienced more technological failures during her work with Troy than any of her other students, she continued to use it, learned more applications when needed and expressed a positive attitude. This positive outlook on technological difficulty is the product of Laura's satisfaction with the success of her students as a direct result of her work with them in the TRI.

Use of Reading Strategies. ***Strategies as support.*** Laura's used the TRI Reading Strategies to provide a high level of emotional support to Troy. While she provided emotional support to other TRI students prior to her work with Troy, I observed a more intense level of it during her reading sessions with Troy. I analyzed this intensity as a product of two factors explained in the following subsection, *Reasons for more intense levels of emotional support.* Next, a subsection titled, *TRI Reading Strategies as emotional support* provides evidence for the greater claim being made.

Reasons for more intense levels of support. First, Laura's knowledge and comfort with the strategies after five months of implementing them and being coached to refine them allowed her to focus more on student response than her own execution of the strategies. This focus meant Laura could better consider the instructional needs of Troy. I based this claim on the coaching e-mails from her work with her most recent students, Drew and Troy. The e-mails emphasize Laura's understanding of the strategies and make no mention of

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misconceptions (J. Gunther, e-mail, January 9, 2009; J. Gunther, e-mail, February 10, 2009; J. Gunther, February 18, 2009; J. Gunther, April 1, 2009).

Second, Laura's concern for Troy's life outside of school prompted her to provide a higher level of emotional support. Evidence of this claim was found when comparing Laura's work with Caleb to her work with Troy. Laura perceived both boys to have challenging home lives (e-mail, December 9, 2008; e-mail, February 11, 2009). She detailed what she knew of both boys' home lives to me in e-mails and specifically mentioned how Caleb was benefitting from her individualized attention. Laura's similar perceptions of the boys' home lives and her notable higher level of emotional support (in the case of Troy) and awareness of need for One-on-One attention (in the case of Caleb) suggest she perceived their challenging home situations to warrant a differential treatment from her than she typically provided to other TRI students.

TRI Reading Strategies as emotional support. *Change One Sound as Emotional Support*. Laura used the strategy of *Change One Sound* as a way to support Troy when personal conversations during reading sessions became painfully emotional for him. For example, Laura asked Troy about traps used for hunting as *trap* was a word Laura was going to ask Troy to build using the phoneme cards. She wanted to be sure he knew the meaning of the word and so related it to hunting, an activity she knew Troy regularly engaged in with family members as a source of income. Troy explained what kind of trap he used, showing he knew the meaning of the word. He went on to tell of a particular hunt where he and his family had two coyotes in a trap, one being a rare white coyote and the other a more common reddish color. Troy looked as if he were going to cry talking about his uncle shooting the "pretty white one." Laura responded to Troy's emotions by focusing him back to the word

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work at hand and asking him to manipulate the sounds within the word *trap*. She added her opinion that hunting is a necessity for some people and traps are part of hunting sometimes. Troy responded well to Laura's attempt to refocus his attention back to the academic work and possibly also to her sanctioning of hunting. He quickly lost the look of pain and was successful with the reading strategy, *Change One Sound* (iChat, February 2, 2009). Laura's provision of instruction served as emotional support for Troy.

Another example of the use of *Change One Sound* as emotional support came when Laura asked Troy to change one sound in the word *raft* to make the word *draft*. She again wanted to support his vocabulary and asked him if he ever felt a draft in his house. Troy's face pinched as though he were trying not to cry at the mere mention of his home. Laura made her voice very quiet and told Troy the meaning of the word draft. She then encouraged him to try to use the word when he got home that night to impress his mother with his new vocabulary word. Troy seemed excited by the thought of doing so. Laura once again refocused Troy to the word work at hand and his expression of sadness quickly left (iChat, February 2, 2009). Laura's instruction, delivered with kindness and a gentle tone, was again emotional support for Troy.

Re-reading for Fluency as Emotional Support. The TRI Reading Strategy of *Re-reading for Fluency* was used in the same manner as *Change One Sound*; as emotional support when personal conversations became emotionally painful for Troy. This phenomenon was observed during a reading session on March 2, 2009. In this session, Troy stopped unexpectedly from re-reading his book and began talking about stressful events that occurred the previous day. Troy told Laura:

> (We moved yesterday and) it feels really different at our house because we've never been there. My mom she doesn't care if she has to do it by herself cause she's

pregnant and she doesn't care if she has to do it by herself she's like (putting things away in the house wherever she wants to put them, not where someone else wants her to put them). . . . Even (though it is only the downstairs of a house that we are renting) we are happy . . . We were lucky enough to come up with the money (for rent). (iChat, March 2, 2009)

Troy rubbed his face and eyes often in an attempt not to cry. Laura sat very close to Troy and focused him on his book. She complimented almost each word as he read. When Troy finished reading, Laura acknowledged his home challenge and, once again, encouraged him in his reading by telling him, "It's Monday and you moved yesterday and you're tired, but you know what? You're doing great" (iChat, March 2, 2009). Laura's steady focus on Troy's reading alleviated Troy, at least temporarily, from the painful thoughts of his recent move and allowed him to be successful in completing his book. Laura acknowledged Troy's home situation, but not until a point that she could compliment his success and perseverance in reading. Laura's decision to focus Troy on his reading was her way of providing emotional support.

Summary. While I had previously observed Laura's use of the One-on-One format as a *space* for providing emotional support, it was not until her work with Troy that I observed her use of the TRI Reading Strategies as a *means* for emotional support.

In times when Troy expressed emotional pain, Laura responded by providing an instructional support *as* emotional support. I analyzed Laura's emphasis on academics in the midst of painful emotions for Troy as her way to be sure he was successful in school as this was something she could provide that would make an immediate difference in his emotional state. Her focus on academics allowed Troy to be successful so that Laura could point out something positive to him amidst otherwise painful happenings. I considered an alternate explanation for Laura's use of instruction during tense emotional episodes as her own

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discomfort in dealing with Troy's problems. However, in member-checking with Laura about

her rationale for this type of support, she reflected:

> Focusing on what he didn't have and being shocked by it would simply not help him
> because I had no control over this. I recognized the challenges in Troy's life; he really
> felt responsible for his mother's safety. His mother is very young and I think she has
> several more children after Troy. That was his life but I respect Troy. I respect what
> he can do and how he manages. I don't disrespect him by feeling sorry for him. We
> had to work. We had to do TRi. It was the single most important way i could make a
> difference in his life. Having said that, I understood that he was tired, that there were
> issues at home, blah, blah, blah, but I believed that he and I working together without
> letting up, respecting each other, and keeping our eyes on the prize, was what we
> needed to do. (L. Pendergast, e-mail, June 22, 2011)

This evidence convinced me of the former explanation for her choice to provide instructional

support in Troy's times of high emotional need.

Use of Coaching

Coaching as a means for Laura to Share Information About the Troy with Me in

Contexts Other than a TRI Reading Session. After the first session I observed of Laura

working with Troy, Laura used my e-mailed feedback as a springboard for discussion about

Troy's life outside of school. I began the electronic discussion as usual and mentioned Troy's

delicate emotional state as I wanted to specifically point out to Laura how positively she

supported him. I told her:

> Troy was quite shy. I hope my presence did not make him uncomfortable . . . Troy
> seemed nervous in general . . . Toward the end of the book, Troy got stuck on a word
> and seemed flustered. You were extremely nurturing to Troy and helped him through
> both emotionally and on a word level when he needed it. (J. Gunther, e-mail,
> February 10, 2009)

In response to my e-mail, Laura provided details about Troy's life she felt explained his

nervousness and difficulties with academics:

> Thank you, Jeanne. Troy started kindergarten in the middle of the year. He
> apparently has no preschoolexperiences and came to kindergarten with little readiness
> for reading. Even this year, he came in not knowing letter names or sounds. He

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seemed to start over. Troy has worked One-on-One for twenty-five minutes with (a teacher who is not a part of the TRI). He has also worked One-on-One with a para pro in writing - both letter construction and composition. Now I take him instead of the parapro for TRI. Troy is not confident and sometimes it seems that everything he once knows is lost. Other times he does well. He was born when his mom was just 18. She has taken some GED classes, but right now she is pregnant with her fourth child - three dads. the second fellow just got out of prison for sexual assault of a fifteen year old. Troy and his mom say that this guy is stalking them. So, Troy has a lot going on at home. His mother is caring and works with Troy some but she also said he was her "protection" for a long time . . . Thanks for listening. (e-mail, February, 11, 2009)

This e-mail is much like the one I received from Laura concerning Caleb's home life during her work with him. I analyzed Laura's provision of such information as a way of including me in a wider understanding of Troy; one I would not know about if I only saw him in TRI Reading sessions.

Coach-extending as Emotional Support. Coach-extending was used by Laura and me, in different instances, as a strategy for support. The following sub-sections of *Laura's Use of Coach-extending* and *My Use of Coach-extending* demonstrate this strategy. I included my own use of coach-extending as it was prompted by Laura's use of it.

Laura's Use of Coach-extending. Laura exercised coach-extending behavior during her work with Troy to gain emotional support from me. As described in the *Use of Technology* section earlier, Laura brought me into her reading session with Troy in a unique manner when Troy was struggling both with his reading and with his emotions.

My Use of Coach-extending. My use of coach-extending involved using instant messages written to Laura and Troy as well as e-mail written to Troy. My inclusion of these new practices were prompted by Laura's use of coach-extending and provided Troy with emotional and instructional support. Laura's use of coach-extending gave me the agency to extend my own role. I extended the manner in which I typically provided feedback in response to Troy's obvious emotional pain.

Coach-extending via electronic communications with Laura. The nature of my feedback to Laura changed in response to coach-extending. Now, my feedback included not only coaching concerning instruction as it usually did, but also coaching that emphasized her emotional support to Troy. For example:

> I want to talk first about Troy himself. He is an exceptional person. Troy, while he still gets frustrated and nervous, does seem more confident than when I first saw him. Hearing Troy's story about moving yesterday, when he quotes his mother and shows his "mouse bites" (most likely rat bites that he demonstrates and tells he received them while sleeping) are clearly times he needs to talk. Troy is comfortable with you. And for me, I am honored to watch and learn from your example of providing both emotional and instructional support to a student. Troy does need both. I mean, all kids do, but Troy especially. This is a kid that stays in my thoughts long after ichat is disconnected. I want very much, as I know you do, to see him soar academically. (J. Gunther, e-mail, March 2, 1999)

And:

> Hi Laura,
> As always, it was a pleasure to see Troy and you. Troy looks more and more confident each time I see him… You are always so positive and specific with your feedback to Troy… For example, Troy very often relates what he is reading to a personal experience. You are sure to tell Troy that this is a self-to-text connection and that good readers make such connections. Troy, as shy as he is, cannot hide his own pride at these times. It is wonderful to witness these times!! . . . Thanks for your good hard work, Laura. Troy is always the highlight of my (every other) week!
> Jeanne (e-mail, March 19, 2009)

Laura's use of coach-extending promoted coach-extending on my part. My coach-extending resulted in coaching feedback which prioritized Troy's emotional needs and Laura's response to those needs.

Coach-extending via electronic communications with Troy. Encouraging communication from me to Troy was used to help Laura's efforts at providing emotional support to him and to satisfy my own need to reach out to him. I used instant messaging and e-mail to Troy as a means to give him praise and provide another source of emotional support. For example, during his fifth reading session, I instant messaged the following:

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great reading!

nice job!!!

very good reading!!

those are some hard pocket phrases- and you read them beautifully!!!

11:43 AM

good chunking, good reading

the reading of these big words went SO well!!!

WONDERFUL

11:57 AM

you really seemed to enjoy the sheep book!

and the connections you made to vocabulary (shrug) and the action in the book (your friend missing the back of the truck) show what a strong reader you are.

12:02 PM

i loved all of this great work! (J. Gunther, instant message via iChat, March 2, 2009).

And after his fifth session I e-mailed to say:

Hi Troy!

Your reading today was so good! It was better than good! It was great! I loved hearing you read about Biscuit the dog and also the "Down by the Station" book.

You have some hard pocket phrases, but you have practiced them and read them very well.

Thank you, Troy. I am learning a lot from you about how to be a good reading teacher.

I am glad to hear you and your mom are happy in your new house.

I will see you on the computer very soon.

Enjoy the snow!

Your friend, Jeanne (e-mail, March 2, 2009).

These e-communications demonstrate how Troy received extra encouragement from me for his reading. I extended my coaching spontaneously with electronic communications as a way to support Troy during and after an exceptionally emotional session. Using instant messaging and e-mail was also a support to me emotionally. I felt helpless on a screen many miles away from Troy and needed to do something to reach out. These communications may have also helped Laura in providing further emotional support for Troy.

Coaching-extending as an Opportunity to Instruct. Laura used my instant messages and e-mail to Troy as text for Troy to read when he was finished with his TRI session on three occasions (instant message, March 2, 2009; instant message, March 25, 2009; e-mail, March 2, 2009). As mentioned in the *Use of Technology* section earlier, I first chose to use instant messaging during a TRI session that was particularly emotional for Troy and, in effect, for Laura and me as well (instant message, March 2, 2009). I used instant messaging a second time since the first time was successful at providing emotional support and further text to read (instant message, March 25, 2009). My e-mail was in response to Troy's most emotional session (e-mail, March 2, 2009).

My communications with Troy provided authentic reading material for him because Laura used these messages as further text for Troy to read. She scaffolded his decoding and re-read the messages to support comprehension and fluency, much as she would any other piece of text Troy might have read.

Summary of Use of Coaching. Typically, I provided specific feedback to teachers concerning students, but not to students directly. Until I met Troy and was brought into his reading sessions by Laura, I thought of myself as a coach to teachers directly and their

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students indirectly. However, Troy's obvious emotional needs changed the way I viewed my role as did Laura's extension of use of coaching.

Use of Professional Learning Community. Laura used the TRI Weekly Meetings to reflect on diagnostic decisions. The two kinds of diagnostic decisions Laura discussed were her choice to begin re-serving Drew, whom she had dismissed a few weeks earlier, and reasoning for advancing students to the green and purple levels of the TRI.

Returning to the TRI as a Diagnostic Decision. Laura began serving Drew again after beginning work with Troy because she felt he (Drew) needed further instructional support in reading. Laura worked with only Troy for approximately one week prior to the January 28, 2009, TRI Weekly Meeting. Troy's unexpected quick progress prompted Laura to reconsider Troy as her student most in need of instructional support. She explained to her peers and me:

> (I'm working now with both Drew and Troy). Troy I would have thought was my lowest student but um he has had One-on-One (reading instruction) for (another reading initiative) all year. He's a kid who came to school in the middle of kindergarten and he didn't have any early school experiences. I mean preschool experiences, he was older, he didn't go to nursery school, he didn't go to Headstart. So he came like in January to kindergarten and he didn't know anything. But he does learn and he is learning and he's doing really well. I started him in pink but I quickly moved him to blue . . . and I just . . . started a little bit of green with him (L. Pendergast, iChat, January 28, 2009)

> Laura used the TRI Weekly Meeting as a place to express her philosophy about

serving two TRI students, Drew and Troy, per day in a One-on-One format.

> It's challenging but I'm getting them both in (my daily schedule). My philosophy is the sooner I can (work with) them, the more skills they'll have for the rest of the year. I didn't want to wait and (serve) them in sequence because then it would be so long (until each received the One-on-One instruction) and I wanted them to have that.

The space and time provided by the TRI Weekly Meeting made it possible for Laura to articulate and reflect upon her reconsideration of the boys' needs.

Advancing Students to Green and Purple Levels of the TRI as a Diagnostic Decision. Laura used her analysis of student's most pressing need, behavior and whole group lessons from the basal as bases for decisions concerning Green and Purple level work. She used the space of the TRI Weekly Meeting to share the rationale for these diagnostic decisions.

Laura advanced Troy to Green level work (advanced phonics) because she was conducting lessons with the whole class based on the basal that made use of advanced phonics. I commented that Troy was progressing quickly if he was ready for Green level work so soon. Laura explained her decision by telling me, "Yeah well, we are already spending a lot of time teaching long vowels anyway (in the larger class setting) and to ignore it with the tri . . . (would not make sense)" (iChat, January 28, 2009).

Laura advanced Drew to Purple level work as a way to keep him more focused during instruction and to give him practice in blending, a skill she felt was his most pressing need. She used another teacher's statement of advancing a student to the purple level to voice her own diagnostic decision for advancing Drew to Purple level work:

> As Sue (another participating TRI teacher) is talking, it makes me remember why I moved to Purprle with Drew because he was acting like he was getting tired of the routine. He is highly distractable and…that was one of the reasons I moved to purple and also (I felt his most pressing need was blending and he can still practice blending in purple level work)…and in fact he can do more than I thought he would. (L. Pendergast, iChat, February 18, 2009)

Laura shared her thinking with her peers and seemed to want more of a discussion with them concerning thoughts on advancing students. This kind of discussion did not occur.

Summary of Laura's Use of the Professional Learning Community. Laura used the TRI Weekly Meetings as a place to express her philosophies concerning the use of the TRI. The other teachers did not comment on Laura's implementation of the TRI with more

than one TRI student per day or her ideas about why she used the Green and Purple levels with students. Lack of verbal interaction from Laura's peers did not seem to stifle her own use of the time and space.

Benefits of One-on-One Format

Troy's emotional and instructional needs were made transparent during the One-on-One time he spent with Laura, informing her actions to provide supports for these needs. Laura applied what she learned about providing these supports from Troy to Drew. The following subsections will provide evidence for the kinds of needs Troy had that were made visible by the provision of the One-on-One format and how Laura used the time and space of the format to respond to those needs.

One-on-One Format as a Space to Provide Emotional Support. Troy's loss of his Pocket Phrase cards needed during a TRI session was made to be an opportunity for emotional support for him by Laura. On March 2, 2009 Troy arrived at his TRI session without the Pocket Phrases Laura made for him. Troy had not slept the night before as he was helping his family move. He looked distressed at his unpreparedness, but Laura quickly supplied him with an excuse for his loss of materials and some emotional support. She offered, "Do you think they (the Pocket Phrase cards) got lost in the move? Do you think you need another set?" (L. Pendergast, iChat, March 2, 2009).

Troy, relieved, responded "OK. (I won't lose my cards again because) we're not moving anymore" (iChat, March 2, 2009).

Laura used the time needed to ready instructional materials to also provide emotional support. As Laura got the new set of Pocket Phrases ready, she and Troy discussed his new

living conditions. She acknowledged his worry about mice in his new home and provided an optimistic conclusion:

> . . . and what are you going to do about the mice? Where did the mouse scratch (bite) you? . . . Were you sleeping? He came in your bed and scratched (bit) you? There must be a lot of mice then, huh? I'm sorry to hear that but I guess you're gonna get rid of them right (with mouse traps)? (L. Pendergast, iChat, march 2, 2009)

Laura used the space of the One-on-One format to provide Troy with the emotional support and new set of Pocket Phrases he needed. In this way, Laura used instructional support as emotional support.

One-on-One Format as a Space to Provide Instructional Support. Laura knew Troy's reading abilities quite well as a result of the One-on-One time she spent with him. This knowledge allowed her to provide only the needed scaffolding to Troy, such that she was not providing him with more assistance than he needed. For example, Laura asked Troy to build the word *draft* using phoneme cards. Troy built the word as *draf*. Laura told Troy, "When I say the word, I say draft," placing an emphasis on the sound of the *t* when she said it. Troy knew immediately that he needed to add the *t* card to his word to make it complete. She knew Troy well enough to know he simply needed to hear the word clearly to be able to build it completely and correctly. She recognized he did not need her help with the selection of the correct phoneme card. Knowledge of a student this specific would most likely not be possible if all of the instruction was served as a whole group format. Laura's knowledge of Troy's abilities was made possible by the One-on-One time she had been spending with him.

Laura again demonstrated knowledge of Troy's abilities as well when he was reading and got stuck on the word, "Woof." Troy became visibly upset at not immediately recognizing the word. Laura knew Troy as a reader so well that she realized he did not need word-level help. She realized in this instance he needed a confidence boost. Laura put her

arm around Troy and told him, "Ok, calm down. You can do this . . ." (iChat, February 2, 2009). Troy was comforted by her encouragement and continued on with reading his book. After the encouragement was given to Troy when, Laura explained to me her choice to provide emotional support by looking in the camera and saying, "I think it normally would have been easier. I think (he's) just a little bit nervous" (iChat, February 2, 2009). This example provides more evidence of Laura using an emotional support as an instructional support.

One-on-One Format as a Space to Reconsider Beliefs. The space of the One-on-One format provided a space where Laura was able to observe Troy's ability to progress faster than she believed he would. This fast progress was a surprise to Laura. She did not predict fast progress for him as she had for Drew and Eli on the initial screener. She also identified Troy as being a challenge on the screener and had not identified Drew in this manner. However, after just a few weeks of working with Troy, Laura reflected, "I find Troy easier to work with than Drew, whom I (worked with) . . . today" (L. Pendergast, e-mail, February 11, 2009). Laura had already worked with Drew as a TRI student, moved on to Troy, but then began to serve Drew again. I analyzed her diagnostic decision to begin working with Drew again as she realized he was indeed a student with greater instructional needs than Troy and it was her responsibility to provide more instruction. I believe the One-on-One format gave Laura insight into student abilities she would not have otherwise had and allowed her to reconsider their instructional needs.

Laura reconsidered what it means to be "ready" for reading based on her One-on-One interactions with Troy. This new consideration for being "ready" may also have played a role in her decision to begin re-serving Drew. As mentioned in the *Use of Coaching section*,

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Laura initially expressed concern for Troy academically because of his lack of preschool experiences and because he, "came to kindergarten with little readiness for reading" (e-mail, February 11, 2009). However, on March 25, 2009, Laura reported Troy was "on par with many of the other students in the class." This relatively short amount of time showed Troy as having "caught up" with his classmates in spite of his lack of preschool experiences. Laura's change of thinking about the idea for readiness to read based on preschool experiences was evident in her e-mail to me while member-checking. She said:

> I believe that understanding that supporting academic achievement, especially in reading is the most important and urgent thing we can do for children who struggle, especially those who come to school without the resources *we think* are essential [emphasis added]. (L. Pendergast, e-mail, June 22, 2011)

Laura reconsidered a student's readiness to read in terms of materials as well. Earlier in the school year, Laura grappled with Drew's recurrent issue of leaving his glasses at home, sometimes resulting in his lack of participation in class until after 11:00 am (see Portrait Four). She also struggled with Eli losing his Pocket Phrase cards, resulting in the temporary dropping of that particular reading strategy (see Portrait Two). However, after Troy's emotional story of moving, his own lack of Pocket Phrases was not seen as him being unprepared. Instead, Laura used the space of the One-on-One time to talk with Troy and get him a new set of cards. Laura's decision to work with Drew again, whether he had his glasses or not, may have been influenced by her new idea of student readiness. Also, Laura reported wanting to serve other TRI students again as well as non-TRI students. Her idea of a student who was ready to learn and progress no longer included a history of preschool or the possession of material items for instruction. Her idea of a student who was ready, seemed now to be any student who was in her class.

Summary of Portrait Five. It was during Laura's work with Troy that the ways in which the TRI components were used by her overlapped greatly. There were no neat lines between when technology was used to provide emotional support as opposed to when reading strategies were used to provide emotional support. Rather, Laura's use of the TRI components was an orchestration of her knowledge of the technology, the strategies and her student. Laura's used the components flexibly in tandem with one another to satisfy her micro-motivation of individual student achievement. For example, she used technology, coaching and reading strategies all to provide emotional support to Troy in a One-on-One format. She used the Professional Learning Community as a space to discuss the philosophies she as forming and diagnostic decisions she was making concerning her students. These philosophies and decisions were directly informed by her work with TRI students in the One-on-One format. Technology itself along with Laura's positive attitude and stronger technological skills provided a means for the TRI to operate successfully.

Troy himself was a catalyst for Laura's change. His needs were demonstrated in the One-on-One format of serving him. As I analyzed the data for Laura's work with Troy, I realized Laura's changes were being influenced by unexpected student response. In the case of Caleb, unexpected student misconception caused Laura to return to professional development and ultimately change her beliefs about pedagogy. Troy's success was unexpected and was a catalyst for Laura's change of thinking about which of her students needed the most support. Troy's unexpected announcements of problems at home led to Laura's return to different components of the TRI to support him emotionally. Laura's beliefs about readiness in learning to read ultimately changed as a result of Troy's success academically and discussions of home problems.

Portrait 6: Lessons with Jisela

Data

Laura began working with Jisela the first week of April 2009 and continued through April 30, 2009. I observed Laura work with Jisela one time. She discussed Jisela in two TRI Weekly Meetings.

Jisela

Laura ranked Jisela as the 8th student most in need of reading support in her class. On the screener in August 2008, Laura did not identify Jisela as a student who would make fast progress, nor did she identify Jisela as a challenge. Laura's main concern for Jisela in reading was that she felt Jisela had "gotten used to guessing" unknown words rather than using other strategies to make a plausible attempt when reading them (iChat, March 25, 2009). Laura described Jisela as "really struggling" but hesitated to work with her earlier in the year because it would have meant stopping work with Troy due to time constraints during the school day (iChat, March 25, 2009). Laura made that particular diagnostic decision by considering which student needed the support of One-on-One instruction more.

Use of Technology

Technology as a Mediating Tool. Laura used iChat to allow for TRI observations and engagement in the TRI Weekly Meetings during the time she worked with Jisela. Laura did not experience any technical difficulties during the data collection time for this portrait.

Technology Only As Needed. Laura did not use any new technological applications or demonstrate coach-extending behavior through technology. In other words, she did not perceive Jisela to need extra emotional support from me, therefore no invitations to

participate in Jisela's reading session as more than an observer were extended to me. As well, Laura did not encounter any problems with implementation of the TRI that warranted a technological solution.

Summary of Laura's Use of Technology. Laura was adept at using the required technology for the TRI. She did not use technology as a novelty, incorporating new applications randomly. Since there were no implementation problems, no connectivity problems and no perception of Jisela needing support that could be extended from me over iChat, no new uses of technology were observed.

Use of Reading Strategies

Use of TRI Reading Strategies to Address Student's Most Pressing Needs in Reading. Laura used the TRI Reading Strategies of Pocket Phrases and Guided Oral Reading to address the most pressing needs she observed in Jisela. Laura diagnosed Jisela's two most pressing needs to be learning sight words and getting more practice with the advanced phonics offered in TRI Green Level work (e-mail, April 30, 2009). Laura used Pocket Phrases that contained both sight words and Green Level words. For example, Laura created the Pocket Phrase, "*Who will make it?*" for Jisela to read. This required Jisela to use what she knew of the spellings of long *a* to decode the word *make* and also required her to recognize the sight word *who*.

Another example of Laura's use of Pocket Phrases to support Jisela's most pressing needs of sight word identification and practice with advanced phonics occurred during Guided Oral Reading. Laura selected a text about Curious George using paint. Jisela used what she learned about the spellings of long *a* to decode p*ai*nt and other long *a* words found within the text. Naturally, the book contained sight words. When Jisela came to the word

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what within the text, she hesitated. She made an attempt at the word by saying *when*. Laura

pulled out the Pocket Phrase that read, *"What will they do?"* And asked Jisela to read it.

Jisela read it, looked back at the Curious George text, back again at the Pocket Phrase

realizing the word *what* that was in her Pocket Phrase was the very same word in her book.

She correctly read the word *what* in her book and continued to read about Curious George.

Summary of Laura's Use of Reading Strategies. Laura customized the content of

the Pocket Phrases she created for Jisela to target two of Jisela's pressing needs in reading.

Use of Coaching

Laura used coaching to engage in a conversation about diagnostic decisions about her

readers. While she was focusing on Jisela for iChat observations and One-on-One TRI

sessions, Laura also discussed other TRI students diagnostically. Evidence of Laura's

diagnostic discussions across students was demonstrated in e-mail. For example, after

providing Laura with feedback about the one session I observed of her working with Jisela,

Laura responded:

> I agree with your assessments of most pressing needs. Jisela needs green work.
> Actually purple is easier for her because she can chunks and chunks tend to be fairly
> short. Sight words are a problem for Jisela when given in isolation. I somehow think
> they always will. We need to play to her strength of context and meaning and build
> up phonetic knowledge and advanced word work. Troy, absolutely, needs to read,
> read, read. His confidence waivers when he is reading with better readers. Thus, he
> seems to know less. I have to watch carefully that he has books he can read or that
> someone can scaffold him appropriately. Eli is a bit of a concern to me. I don't think
> he reads nearly enough and always finds something else to do when he could be
> reading. I think he is reading beyond his level in group and we have not given him
> enough easy reading to do. Also, Eli needs to read more at home and at school. He is
> a quiet dude and so one isn't always sure of his oral language strength. It was smart of
> you to look at vocabulary, but it may be inferring is the real challenge. Too bad that
> we only have fifteen more days this year and I am just getting a handle on some of the
> kids! Thanks Jeanne, for everything - support, good advice, clear feed back, and
> mostly for your sweet, sweet spirit!

Summary of Laura's Use of Coaching. Laura used coaching time dedicated to Jisela to articulate her diagnoses of several of her students. I believe Laura spoke about more than one of her students because she was newly aware of how she was now thinking diagnostically about the student's reading needs.

Use of Professional Learning Community

Laura used the TRI Weekly Meetings to take on a leadership role, seek my opinion of her diagnostic decision and arrange for extra iChat sessions.

PLC as a Place to Demonstrate Leadership. Laura demonstrated leadership during the first of two TRI Weekly Meetings conducted throughout her work with Jisela. A discussion began concerning a definition of TRI Extensions. TRI Extensions are strategies used outside of the One-on-One reading sessions to support the student's most pressing need/s. Teachers were being asked by their on-site coaches to list which extensions they were employing. Teachers seemed confused as to how to answer as they held differing ideas as to what extensions actually were. The teachers were quiet in the TRI Meeting. They seemed hesitant to express their confusion. Laura felt the idea of extensions had not been explained well during the Summer Institute and spoke for the group:

> When we went in for the training (summer institute) what extensions looked like was kind of learning centers that you make, but that's not *really* what extensions are. And so, this (discussion) is clarifying it. And that's what we need. (iChat, April 22, 2009)

Laura demonstrated leadership a second time during that TRI Weekly Meeting. I asked the teachers to identify a date when they felt would be a sensible stopping point for iChat observations. None of the teachers responded with a date. Laura spoke for the group saying the following week should be the last TRI Weekly Meeting and round of observations (iChat, April 22, 2009). The rest of the teachers shook their heads in agreement.

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PLC as a Source for a Second Opinion in Diagnosis. Laura used the TRI Weekly

Meetings to gain my opinion of her diagnostic decisions. For instance, Laura said:

> to start (One-on-One TRI sessions) with (Jisela) I'm gonna have to let Troy go. But it is that individual support that he so needs . . . I do want to start with Jisela, I *have* to start with Jisela 'cause the year is almost over and we're very worried about her. We're gonna (refer her to a student services team). I wanna go back and do pink with her. I think she's gotten so used to guessing. There's a lot of habits that need to be turned around. I wanted you to see Troy today because I'm thinking about letting him go and I wanted to see what you thought about that.

Laura's decision to bring Troy to the camera for the iChat session instead of Jisela,

was so that I would see his progress. Laura wanted to be sure I felt his progress was adequate

to stop working with him and begin working with Jisela.

PLC as a Place to Arrange Extra iChat Observations. Laura expressed a desire for

me to see each of her TRI students one more time before the school year was over. Although

this was not a requirement, Laura explained:

> One of the things I want, is like, just like I brought Eli back (to the camera to have him read and showcase his progress to me), I want to bring each of the (TRI students) I've had back (to the camera for me to see their reading progress). So, you can get (an idea of) what's happened to them (since the last time I saw them).

Laura was not expected to conduct any more iChat reading sessions with me for the

year. She chose to add an additional five sessions because she wanted me to see how the

students' reading progressed now that it was the end of the year and I had not seen some of

the TRI students in months. No other teachers at the meeting made the same request.

Summary of Laura's Use of the Professional Learning Community. Laura used

the TRI Weekly Meeting differently than the other teachers. She was able to assume a role as

a leader at Smithfield during the TRI Weekly Meetings. She sought opinions from me. She

took on more observations than necessary to be sure a complete picture of her students was

documented.

Benefits of One-on-One Format

Laura fostered a positive teacher/student relationship with Jisela during the One-on-One reading sessions. Laura told Jisela she was confident and a success while reading (iChat, April 6, 2009). Laura smiled frequently and joked with Jisela saying, "This is a hot day for you! Did you take vitamins this morning?" (iChat, April 6, 2009).

Summary of Laura's Benefits of One-on-One Format. Laura was able to boost Jisela's confidence during their reading session together and nurture closeness between them. By working with Jisela individually, Laura was able to witness Jisela's exceptional reading. Laura did not specifically say she felt Jisela was a stronger reader than she expected, but her compliments to Jisela were said with a tone of surprise.

Summary of Laura's Work with Jisela. Laura was comfortable with her diagnostic decisions, the TRI Reading Strategies, her position in the TRI Weekly Meetings, technology, and her working relationship with me. Her comfort across these areas allowed her to focus on Jisela's instructional needs. Laura did not demonstrate a concern for Jisela in her life outside of school. Laura's security in Jisela's home life also allowed her to focus on mainly on instruction during conversations and reading sessions that involved Jisela. Laura was also able to begin considering her diagnoses of several students at once. I analyzed this as a result of her comfort with the components of the TRI.

Appendix Q

Portrait 7: After One Year of TRI Implementation

Laura Pendergast

Laura is a dedicated first grade teacher. Her participation in the TRI continued voluntarily, even after iChat sessions ended and all TRI students had been served. Laura scheduled each of her five students to return to iChat to read to me one last time before school ended for the year. She wanted me to see their overall growth and gain any last minute feedback I might have had.

Laura felt she could do "a great deal" to support her students. Specifically, she could use a variety of assessment strategies, provide alternative explanations for students when they are confused and implement alternative strategies while teaching. Laura believes she can do "quite a lot" to help students with disruptive behavior or that need motivation (questionnaire, October 9, 2009).

Family life and parent cooperation are not a problem in Laura's ability to teach her students. Laura does not think low intelligence, behavior problems, special learning problems or inadequate supplies are obstacles in her teaching either. Students who are considered "not ready" academically and socially are not a problem in Laura's effectiveness as a teacher (questionnaire, October 9, 2009).

While Laura is dedicated and generally views herself as an effective practitioner, there are some challenges she identifies in her ability to teach. For instance, Laura finds the student/teacher ratio to be a moderate problem as well as student health concerns. She feels she has only "some influence" in assisting families to help their children do well in school.

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Overall, Laura is a teacher with a variety of strategies to meet the needs of her students. She feels all students can learn and does not hold a "readiness" view of them. She feels she has much to offer her students for academic and behavioral issues, but does not feel her supports are as effective with their parents.

Laura as a Colleague

Laura is a colleague at Smithfield. She fits in with her co-workers. This was not always the case for Laura and she attributes her new sense of membership to her involvement in the TRI. Laura reflected on this change in an e-mail to me the summer after implementation for the first year ended:

> My relationships have changed at Smithfield . . . due to the TRI opportunity. I felt isolated from the other teachers for my first couple of years at Smithfield. This is natural since k, 1, and 2 teachers had been there between 11 and 35 years. I wasn't too anxious to jump right into relationships myself, because I didn't know colleagues well enough to really trust much. Also, teaching is such an all consuming job, there really wasn't time. There were so many ways that things were done at Smithfield that I didn't know or didn't understand or just plain didn't agree with that I felt overwhelmed and often frustrated with the big picture things. There was also the business of having doctor as a title and (people thinking I was going to bring change to Smithfield). Everything felt strange and different. I had twenty-five kindergarteners my first year at Smithfield and I am convinced that my class was made of every student whose siblings or parents had any negative history at Smithfield . . . I should add that there were two people on the staff who had wanted the kindergarten position when I was hired from outside for it. They weren't too happy with me. All in all, I felt that my ideas were not valued when offered in district wide grade level meetings or school based faculty meetings. I felt like an interloper - untrusted and untrusting of others. The opportunity to go to Chapel Hill with my colleagues turned out to be a great way to bond with Sue (especially), my co first grade teacher. Traveling together and having fun together turned us into buddies and we are much more trusting of each other. (Being involved in TRI has) exceeded my hopes for growing with my colleagues (L. Pendergast, e-mail, August 29, 2009)

The "buddies" relationship between Laura and her coworkers extended beyond just fun to include a closer and more productive working relationship. Laura explained:

> This project made us talk to each other about specific instructional strategies, individual students, and student outcomes, in a way far more profound than we ever

get to in collaboration Response To Intervention meetings. We had to help each other, especially with technology, since there was virtually zero help from the district. (e-mail, August 29, 2009)

Laura's time spent travelling for four days with her coworkers provided her with a time and space to create a stronger relationship with Sue and others. Leaving the school context with its history of her exclusion was conducive to the beginning of this relationship building.

Laura as a Mediator

Laura's trait of taking on roles others tend to avoid, coupled with her new-found relationships, afforded her a new role at Smithfield. Laura considered herself a mediator between the TRI staff and the Smithfield Faculty, wanting to smooth the divide between research and practice:

> It should be clear upfront that my principal and I were the only ones who really wanted TRI at our school. I thought TRi would be an opening for serious reflection and conversation about our educational practice, something I felt was totally lacking . . . I felt the focus at our school was not seriously on student learning. I knew TRI would change that for those of us involved. My colleagues did not share this enthusiasm, however. So, the role I began to take was to really listen to them and what troubled them about how the project was being rolled out. We were virtually left with no technology support and tried to get on iChat by ourselves. I wanted TRI to work but I also wanted to be there for my colleagues who had well-founded complaints about certain aspects. When frustration was near the boiling point, I helped them figure out effective ways to express concerns and get help (from Smithfield's principal and/or TRI staff). I don't think I made any difference in how teachers understood the TRI practices . . . but I feel that my commitment to the project propelled me to help others embrace it, get the support they needed, and carry it out - behind the scenes of course. On (one) occasion we were asked to talk about extensions at a meeting with a non-participating TRI teacher, no one at been forewarned. People were steaming at the request and rather than just let the request die, I jumped in and spoke about it. I did that to support my colleagues and to support TRI. Because I have been an active researcher and love it, I have been able at times to explain to my colleagues why TRI folks are asking us for something, or seem to have made a change in original expectations. It may be difficult for TRI people to realize just how alien and unattractive the TRI piece has been to some participants. I feel that the role I have taken is kind of a mediator in a way, a role I enjoy. I am in both camps and happy in both. (e-mail, August 29, 2009)

Laura's assumption of responsibility to both research and practice bridged the gap for the immediate to help the Smithfield teachers. Laura didn't mention any of the teachers overtly making connection between research and practice, though the duality of her role provided a model for teachers to see the connection.

Laura as a Researcher and Consumer of Research

Laura has a penchant for research. She cared that the TRI was implemented as best possible and that the data accurately reflected the implementation for Smithfield. This was evident when Laura spoke to me via iChat one day after she completed a particular assessment. The assessment came from the TRI team. A member of the research team called Laura on iChat and she was to read a book with one of her TRI students. The purpose of this activity was to examine teacher/student interaction. Laura's student, Drew, did not act like his typical self during this assessment though. He said Laura was a grumpy teacher who yelled all day (iChat, April 29, 2009). Laura expressed to me how upset she was that she might be perceived as a teacher who yells and that this did not characterize her. She was worried that the small snapshot of her work with Drew for this particular assessment was going to define how she was represented in our data. Laura told me:

> It's just a perfect example of how you can't take a six or seven year old at a particular moment in time and assume (that it represents what typically occurs in a given situation). I don't know (how the research team is going to analyze these data), but if (the analyst) is really astute, they could tell what was (really) going on. But if these are people (analysts) who haven't worked with children very much, they probably won't (understand that what Drew was saying did not represent her as a teacher). (iChat, April 29, 2009)

Laura uses research findings to inform her choice about continuation of the TRI in following school years. She reported being the only teacher in the school district who spoke in favor of participating the TRI for the 2009/2010 school year (interview, May 15, 2009). Her decision

was based on her desire to see her students, most especially Drew and Troy, progress further.

Laura sent me an e-mail during the time of her work with Troy about continuation of support.

While this e-mail was technically collected for Portrait Five, it is relevant in this last portrait.

Laura wrote:

> Both Troy and Drew are kids who will need support in second grade. I am reading that the research literature shows that even with Reading recovery, children who do not have continuing support in second and sometimes third, lose some of the ground they made. So I do worry for the boys.

Laura's dedication to continuing the TRI for the following school year was so great

that she volunteered to take all of the rising first grade TRI students in her class. Laura

offered this as a way to gain support from other teachers at Smithfield, namely Sue. She felt

if she took all of the first grade TRI students, Sue would not have to participate in the TRI,

but the students would still get the support she wanted them to have (L. Pendergast,

interview, May 15, 2009).

Laura embraced opportunities to be involved in research. Besides wanting another

year of TRI participation, Laura also happily agreed to be the focus of this dissertation telling

me, "Doing this study will help me progress more with technology! I would love to work

with you. Wow! We will be a fierce pair. Love, Laura" (e-mail, July 20, 2009).

The research context is one where Laura feels at home. The TRI was an opportunity

for Laura to immerse herself in the world of research; a world she left begrudgingly two

years prior to her involvement in the TRI. Laura's macro-motivation of students of poverty

excelling in school could be satisfied through her contributions to both research and practice

by participating in the TRI.

Summary of Laura, Post Implementation

Laura is dedicated to teaching her students and to the world of research. Laura's work and motivations are not deterred by difficult home lives of students or coworkers who do not share her same enthusiasm for teaching.

Laura's foresighted professional. She is satisfied with her work in the present, but wants to know her work will have a lasting impact. She is willing to invest her time and efforts into making sure of this. Her role as a mediator put her in a position to be able to speak to both the Smithfield teachers and TRI staff to ensure the best implementation possible. Laura's idea of best implementation included a long-term commitment to the project.

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