

THE EFFECTS OF AN EXEMPLARY FOURTH-GRADE
TEACHER'S EXPECTATIONS AND A SATISFACTORY
FOURTH-GRADE TEACHER'S EXPECTATIONS ON THE
READING INSTRUCTION PROVIDED TO HIGH-
AND LOW-ACHIEVING STUDENTS:
AN ETHNOGRAPHIC STUDY

by

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CHAPTER IV

FINDINGS

This ethnographic study examined the effects of an exemplary fourth-grade teacher's expectations and a satisfactory fourth-grade teacher's expectations on the reading instruction each teacher provided to high- and low-achieving students. Specifically, this study addressed the following three research questions:

Research question 1. How do an exemplary fourth-grade teacher and a satisfactory fourth-grade teacher conduct reading instruction with high- and low-achieving students?

Research question 2. What are the expectations of an exemplary fourth-grade teacher and a satisfactory fourth-grade teacher regarding how reading should be taught to high- and low-achieving students?

Research question 3. Do the expectations of an exemplary fourth-grade teacher and a satisfactory fourth-grade teacher affect the reading instruction provided to high- and low-achieving students?

Chapter IV will present the data as they relate to the three research questions that shaped this study. Data for the first research question were collected through observing the classroom reading instruction provided by the exemplary fourth-grade teacher and the satisfactory fourth-grade

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teacher to their respective high- and low-achieving students. Data for the second research question were gathered by conducting interview guides and schedules with the exemplary fourth-grade teacher and the satisfactory fourth-grade teacher. Finally, data for the third research question were gathered through analyzing the classroom observations, and the responses to the student and teacher interviews. Figure 2 outlines the organization of Chapter IV.

The overall findings of this study are summarized at the beginning of Chapter IV. Subsequently, the data on which these findings are based are discussed. A section that examines the classroom observation data is provided initially. This section is divided into three parts. The first part consists of an overview of the data collection and the qualitative data analysis procedures employed in this study. Next, the framework used to organize the patterns of salient recurring teacher behaviors that emerged during the data collection and analysis is presented. The third section discusses the specific salient recurring teacher behaviors that emerged for both the exemplary fourth-grade teacher and the satisfactory fourth-grade teacher. Vignettes of classroom events are provided as examples to support specific findings gleaned from the observation data.

The interview responses made by the exemplary fourth-grade teacher and the satisfactory fourth-grade teacher regarding the reading instruction provided to high- and low-achieving students are examined next. Then, the student interview data are discussed for both the exemplary fourth-grade teacher and the satisfactory fourth-grade teacher

Figure 2
Overview of Chapter IV Data Presentation

Overview of the Findings

Classroom Observation Data

- Review of data collection
- Review of how data were analyzed and categorized
- Reporting of specific teacher behaviors using vignettes as examples

Teacher Interviews

- Review of data collection
- Reporting of teacher interview guide findings by student group and by teacher
- Reporting of teacher interview schedule findings by student group and by teacher

Student Interviews

- Review of data collection
- Reporting of student interview guide findings by student group and by teacher
- Reporting of student interview schedule findings by student group and by teacher

Chapter Summary

by student group (high- and low-achieving students). Finally, a concluding summary reviews Chapter IV.

OVERVIEW OF THE FINDINGS

This ethnographic study's findings were shaped by the three research questions, this study's limitations, and by the methodology used to garner the data. Two specific data sources provided the basis for this study's findings. First, 16 classroom observations were conducted (8 with each teacher -- 4 with high-achieving students and 4 with low-achieving students) to examine how the exemplary fourth-grade teacher and the satisfactory fourth-grade teacher provided reading instruction to high- and low-achieving students. Second, interview guides and schedules were conducted with the exemplary fourth-grade teacher and the satisfactory fourth-grade teacher, and a sample of their high- and low-achieving students (three high-achieving students and three low-achieving students for each teacher).

Three findings emerged from this study. First, the exemplary fourth-grade teacher and the satisfactory fourth-grade teacher differed regarding how they provided reading instruction to high- and low-achieving students. The exemplary fourth-grade teacher taught reading similarly to high- and low-achieving students. The satisfactory fourth-grade teacher, however, was less consistent in her handling of high- and low-achieving students. Although there were similarities in the reading

instruction she provided to both student groups, differences were also evident.

Second, the exemplary fourth-grade teacher's expectations regarding how reading should be taught to high-achieving students were similar to the satisfactory fourth-grade teacher's reading instructional expectations for high-achieving students. However, these two teachers' expectations about reading instruction for low-achieving students differed.

Third, both teachers' achievement expectations for students influenced the reading instruction provided to students. More specifically, the exemplary fourth-grade teacher's reading instructional expectations for **high-achieving students** appeared to influence her reading instructional expectations for **low-achieving students**. Consequently, the exemplary fourth-grade teacher's expectations for **high-achieving students** affected the reading instruction she provided to **low-achieving students**. In contrast, the satisfactory fourth-grade teacher's reading instructional expectations for **low-achieving students** appeared to influence her expectations for **high-achieving students**. Furthermore, the satisfactory fourth-grade teacher's expectations for **low-achieving students** affected the reading instruction she provided to **high-achieving students**.

The remainder of Chapter IV provides data that support and clarify this study's findings. Each finding is discussed in detail as the data are examined. The classroom observation data support the first finding, and the teacher interview guides and schedules support the second finding. Finally, the third finding is supported by data gathered from the following

sources: (a) classroom observations, (b) student interview guides and schedules, and (c) teacher interview guides and schedules.

DISCUSSION OF THE CLASSROOM OBSERVATION DATA

The data collected through observing the exemplary fourth-grade teacher and the satisfactory fourth-grade teacher as they provided reading instruction to their respective high- and low-achieving students will be discussed in this section. This discussion is organized into three subsections. First, a brief overview of the data collection and qualitative analysis procedures is provided. Next, the framework used to organize the salient recurring patterns of teacher behaviors that emerged during the data collection and analysis is presented. Third, the salient recurring patterns of teacher behaviors are discussed by examining classroom events that occurred during the observations. Vignettes of classroom events and appropriate figures (such as teacher-student verbal interaction path diagrams) are included to illustrate and verify the salient recurring patterns of behaviors for both teachers.

Overview of The Data Collection and Qualitative Analysis Procedures

Data Collection Procedures

Classroom observations were conducted to gather data regarding how the exemplary fourth-grade teacher and the satisfactory fourth-grade teacher provided reading instruction to high- and low-achieving students. Each teacher was observed eight times -- four times while teaching the high-achieving students and four times while teaching the low-achieving students. The sequence in which the classroom observations for this study were conducted is presented in Figure 3.

Each classroom observation lasted from 35 to 45 minutes. Variations in these observations occurred with respect to the day of the week and the time of day they were conducted, and which teacher was observed first. Six of the eight classroom observations for each teacher were recorded in narrative form and transcribed into written protocols (three for the high-achieving students and three for the low-achieving students). The remaining two classroom observations for each teacher consisted of diagramming teacher-student verbal interaction paths. These diagrams were used to make visual comparisons of teacher-student verbal interaction patterns across reading groups and classrooms.

Figure 3
Sequence of the Classroom Observations

Classroom Observation, Set 1 (narrative protocol)

- Satisfactory teacher, high-achieving students
- Exemplary teacher, low-achieving students

Classroom Observation, Set 2 (narrative protocol)

- Exemplary teacher, low-achieving students
- Satisfactory teacher, low-achieving students

Classroom Observation, Set 3 (narrative protocol)

- Exemplary teacher, high-achieving students
- Satisfactory teacher, low-achieving students

Classroom Observation, Set 4 (diagram of interaction paths)

- Satisfactory teacher, low-achieving students then high-achieving students
- Exemplary teacher, high-achieving students then low-achieving students

Classroom Observation, Set 5 (narrative protocol)

- Exemplary teacher, low-achieving students
- Satisfactory teacher, low-achieving students

Classroom Observation, Set 6 (narrative protocol)

- Satisfactory teacher, high-achieving students
- Exemplary teacher, low-achieving students

Classroom Observation, Set 7 (diagram of teacher-student interaction paths)

- Exemplary teacher, high-achieving students then low-achieving students
- Satisfactory teacher, high-achieving students then low-achieving students

Classroom Observation, Set 8 (narrative protocol)

- Satisfactory teacher, low-achieving students
- Exemplary teacher, low-achieving students

Qualitative Analysis Procedures

The recorded notes for both teachers' six narrative classroom observations were transcribed into a protocol format. (The remaining two classroom observations for each teacher which resulted in diagrams of teacher-student verbal interaction paths, were not transcribed into written protocols.) Subsequently, multiple readings of each teacher's narrative protocols were conducted. Finally, these recorded classroom observation data were analyzed and interpreted to discern salient recurring teacher behaviors. The verbal-interaction path diagrams for both teachers also were analyzed, and these data augmented the classroom observation protocols. Finally, the salient recurring behaviors for the exemplary fourth-grade teacher and the satisfactory fourth-grade teacher were compiled and organized according to the framework that is discussed next.

Framework For Organizing Patterns of the Salient Recurring Teacher Behaviors

The framework used to organize the salient recurring behaviors for both teachers was adapted from Hall (1981). Hall maintained that members of any culture communicate with each other through their use of language, space, and time. Moreover, Hall believed that communication occurs by transmitting ideas through verbal and non-

verbal means. Consequently, in order to incorporate both verbal and non-verbal communication into a comprehensive framework, Hall included the three dimensions of language, space, and time.

Several salient recurring teacher behaviors emerged within Hall's dimensions of language, space, and time (see Table 7) during the collection, analysis, and interpretation of the classroom observation data. The methods used to examine specific salient recurring behaviors for each teacher are discussed in greater detail next.

Examining the Pattern of Salient Recurring Teacher Behaviors

The salient recurring behaviors that emerged from the observation data are presented for each teacher by dimension in the following order: use of language, use of space, and use of time. For each dimension, the exemplary fourth-grade teacher's salient recurring behaviors are examined first followed by an examination of the satisfactory fourth-grade teacher's salient recurring behaviors.

Narrative vignettes of classroom events are included to support statements made regarding the salient recurring behaviors for each teacher. These vignettes are included because this researcher believed that they provide typical samples of the behaviors being discussed for each teacher.

A reference system was devised by this researcher to document the vignettes according to the specific narrative protocols from which they

Table 7

Categories of Salient Recurring Teacher Behaviors by Dimension According to Hall's (1981) Framework

	Dimension of Language	Dimension of Space	Dimension of Time
C A T E G O R I E S o f B E H A V I O R S	- The manner in which students were allowed to respond	- Room arrangement to accommodate student needs	- Use of time to attain control of student social behavior
	- The initiation of verbal communication	- The function of teacher physical position	- Use of wait time
	- The function of questions	- Physical position as an indicator of authority	- Use of time to probe and reinforce student responses
DIMENSIONS			

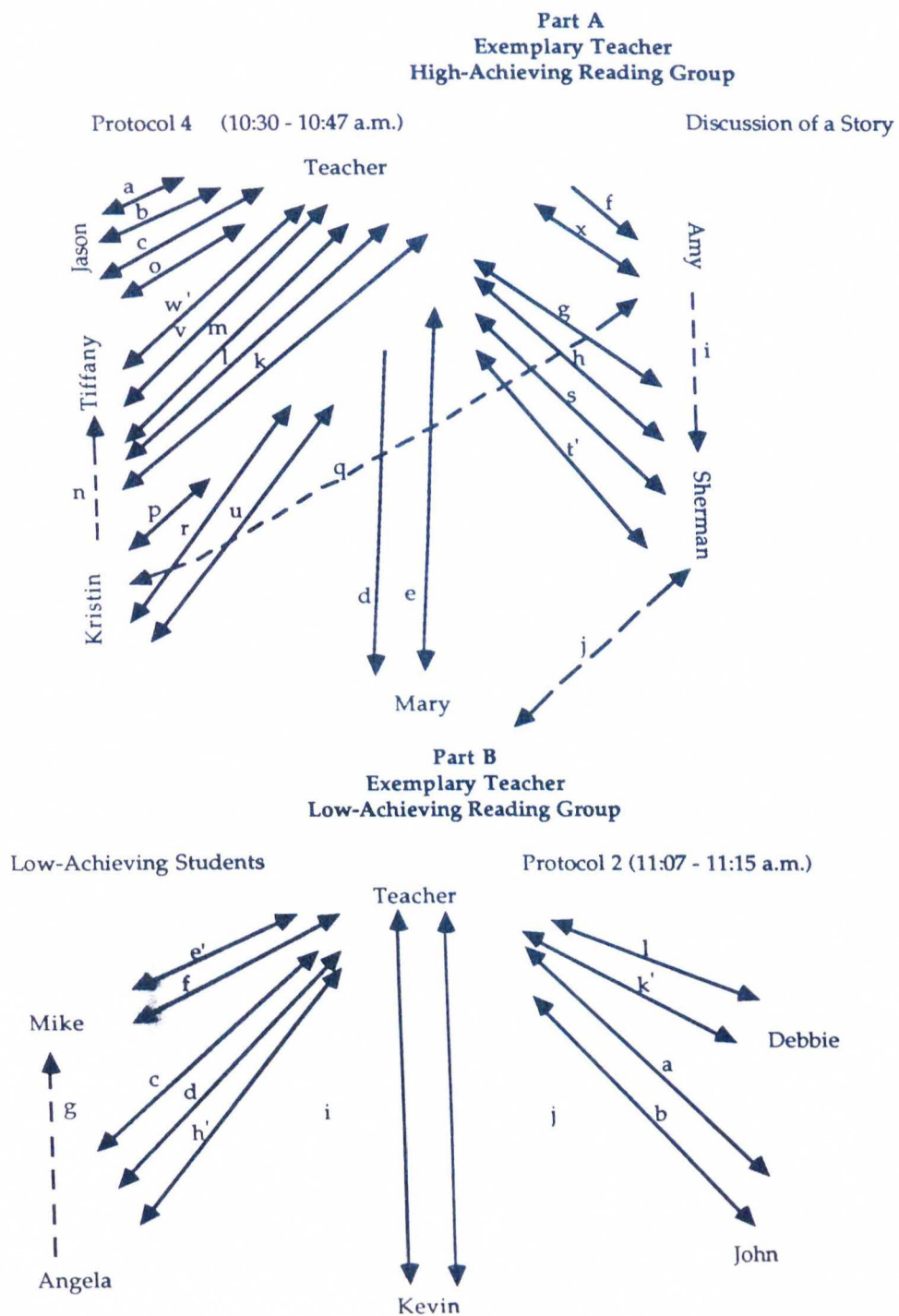
a. Categories of observed behaviors that emerged within each dimension

were excerpted. An example of a vignette reference is as follows: Protocol 1, satisfactory teacher, high-achieving students, lines 14-24. This notation refers to the satisfactory teacher's first protocol which is a written transcript of a reading lesson with high-achieving students. All lines of that transcript are numbered and the specific lines used in this sample vignette notation are 14 through 24.

Verbal-interaction path diagrams are the figures which augment the narrative data in the observation protocols. Three specific types of information are conveyed by the verbal-interaction path diagrams. First, the verbal interaction behaviors depicted are labeled according to teacher, student group, elapsed time, and type of lesson. Second, the physical positions of the teacher and the students are illustrated. Finally, five forms of verbal interaction behaviors are displayed and labeled. An example of a verbal-interaction path diagram is provided in Figure 4.

The first form of verbal interaction behavior is the sequence in which verbal interactions occur. The lower-case alphabet is used to label the verbal interactions; alphabetical order depicts the sequential order in which verbal exchanges occur. Second, solid lines with arrows at each end indicate a teacher-initiated interaction followed by a student response. Such interactions can be seen (see Figure 4, part B, exemplary teacher, low-achieving students) between Angela and the teacher (c), and Mike and the teacher (f). Third, a solid line with an arrow at one end signifies a question asked by the teacher to a student that resulted in no response. Usually, this interaction resulted in a teacher asking a follow-up

Figure 4
Comparisons of Student-Teacher Verbal Interactions



question. Verbal interactions d and e between Mary and the teacher (Figure 4, part A, exemplary teacher, high-achieving students) illustrate this communication pattern. Fourth, solid lines with arrows at each end and labeled with letters followed by the prime notation (') illustrate student-initiated verbal interactions followed by a teacher response. The following three verbal interactions depict this communication pattern (see Figure 4, part B, exemplary teacher, low-achieving students): Mike to teacher - e', Angela to teacher - h', and Debbie to teacher - k'. Finally, broken lines illustrate verbal interactions that occur between students. One such example in Figure 4 is verbal interaction g between Angela and Mike (see Figure 4, part B, exemplary teacher, low-achieving students).

The Use of Language

Three categories of salient recurring behaviors emerged in the dimension of language. The three categories of salient recurring behaviors were the manner in which students were allowed to respond, the way in which verbal communication was initiated, and the functions of the questions that each teacher used during reading instruction. A comparison of the exemplary fourth-grade teacher (Mrs. Croft) and the satisfactory fourth-grade teacher (Mrs. Hunt) according to the dimension of language is summarized in Table 8.

Table 8

Comparisons of Salient Recurring Teacher Behaviors According
To Hall's (1981) Framework - Dimension of Language

Exemplary Teacher (Mrs. Croft)

Satisfactory Teacher (Mrs. Hunt)

The Manner In Which Students Were Allowed to Respond

- Teacher selects students to respond and permits spontaneous responses

- Teacher selects students to respond

The Initiation of Verbal Communication

- Combination of one-way, teacher-initiated communication and two-way teacher/student initiated communication

- Prevalence of one-way communication initiated by the teacher

The Function of Questions

- Use of questions that encourage discussion and elaboration of ideas to lead to plausible responses

- Use of questions to determine accuracy of responses (degree of correctness/incorrectness)

The exemplary fourth-grade teacher (Mrs. Croft) and the satisfactory fourth-grade teacher (Mrs. Hunt) differed in their use of the language across all three categories of behaviors. First, Mrs. Croft sought high- and low-achieving students' responses in various ways including recognizing raised hands, calling on students whose hands were not raised, and encouraging students to initiate verbal interactions. Control of student social behavior was maintained regardless of which method of initiating verbal communication was used. In contrast, Mrs. Hunt sought student responses in two ways. She either recognized students whose hands were raised or called on students to respond before they could raise their hands. Control of student social behavior in her classroom tended to degenerate when students attempted to ask her questions without being recognized.

Second, in Mrs. Croft's classroom, verbal communication was initiated either by her or the students. This behavior was observed to occur about equally in the lessons with both the high- and low-achieving students. In addition to responding to Mrs. Croft, the students were allowed to respond to each other. Mrs. Hunt, however, was the primary initiator of verbal communication in her reading lessons with high- and low-achieving students. Consequently, Mrs. Hunt's communication pattern tended to be one-way whereas Mrs. Croft's communication pattern tended to be two-way. Mrs. Hunt's method of initiating communication also emphasized a high degree of teacher control. In contrast, Mrs. Croft's method emphasized encouraging verbal interchanges between the students and

her, and among the students themselves.

Finally, the teachers differed on the function of questions they asked. Mrs. Croft's questions encouraged students to think and to elaborate their responses. In addition, Mrs. Croft asked questions that required students to use both convergent and divergent thinking. The function of Mrs. Hunt's questions, however, seemed to focus on leading students to reach correct answers. Mrs. Hunt provided clear verbal and non-verbal clues that conveyed enthusiasm if her students' responses were correct or dismay if their responses were incorrect. Her questions often required convergent thinking, and usually limited the length and complexity of student responses. To support these conclusions, the remainder of this section provides an analysis of each teacher's salient recurring behaviors in the dimension of language.

The Exemplary Fourth-Grade Teacher (Mrs. Croft)

The exemplary fourth-grade teacher (Mrs. Croft) used multiple methods to allow her students to respond. In addition, she used various methods to initiate verbal communication. Finally, the functions of her questions were varied. An analysis of Mrs. Croft's use of language is provided next.

The manner in which students were allowed to respond. Mrs. Croft used four methods to allow students to respond. First, she conducted discussions by eliciting responses from students who had raised their

hands. Second, she asked a question and then called on a specific student without requiring hands to be raised. Third, Mrs. Croft asked questions and then allowed students to respond spontaneously without having to raise their hands or having to be recognized by her. Finally, students were permitted to initiate discussions about the topic being examined by asking questions or offering comments. In Mrs. Croft's classroom, therefore, communication appeared to be two-way emanating both from the teacher and from the students.

These four methods were used interchangeably with both the high- and the low-achieving students as illustrated in the following two vignettes. The first vignette represents a portion of a reading lesson with the high-achieving students and the second vignette represents a portion of a reading lesson with the low-achieving students.

Facing the entire group, the teacher's face becomes more serious and intent as she offers the next question... "What do you think Karl's thoughts were when he thought that this event would happen only once in a lifetime? Can anyone find a passage anywhere in the story that might tell us how he felt? Let's see if you can interpret the main character's true feelings. Oh, I see that Angela appears to have found something. Could you share it with us please?"

Angela confidently and fluently reads a lengthy two to three paragraph passage from the text...

When Angela is finished, the teacher's face brightens and her voice assumes an evocative quality. "Oh, our answer might be there. Whose answer did we read that might be the closest?"

Sherman points to Jason and boldly announces his reasons for doing so. "Jason's answer, I think, means that after the first time you do something special that it never seems quite the same afterward. Like, once I climbed to the top of a tree and couldn't get down. It never felt as exciting after that." (Protocol 6, exemplary teacher, high-achieving students, lines 129-148)

The teacher then turns so that as she writes on the chalkboard, she can see all of the low-achieving students... She then sits, faces the group, and addresses the students. Her voice is earnest and her face is brimming with anticipation. "Remember, yesterday, we just touched on the use of an apostrophe as a means of punctuation. In what ways is it used?" Immediately, hands erupt in the air and broad smiles decorate the students' faces. The teacher surveys the group intently and then with a mischievous grin announces in a tantalizing voice, "Let's see what you think."

Mike states proudly, "ownership" as the teacher turns to write his response on the board.

Debbie chimes in with, "to show that something is plural."

Kevin contributes the final answer, looking proud as he does so. "Sometimes we use apostrophes for words like o'er for over. You, know, those old fashioned strange type like the ones that you read to us in poems." (Protocol 8, exemplary teacher, low-achieving students, lines 60-85)

Variations in which Mrs. Croft allowed students to respond were evident in both vignettes. Moreover, during the observations of these two lessons Mrs. Croft's facial expressions and tone of voice provided the students with subtle signals regarding the specific method of response that was being allowed. Although different methods of responses were being used and interchanged rapidly, Mrs. Croft and both her high- and low-achieving students were aware of which method was being signaled.

The initiation of verbal communication. Two specific techniques were used by Mrs. Croft to initiate verbal communication during her observed reading instruction. First, she asked a student a question and usually received an immediate response. If no response was returned, Mrs. Croft would reply with another question that usually elicited a response. Second, students occasionally initiated verbal communication in two ways. The primary method used was to ask Mrs. Croft a question or to

direct a statement to her. Another less frequent method was for students to direct comments or questions to other students.

Visual examples of the methods used in Mrs. Croft's classroom to initiate verbal communication are provided in Figures 5 and 6 (see exemplary teacher, high-achieving group; exemplary teacher, low-achieving reading group). For example, many of the verbal interactions with the high-achieving students in Figure 5 were initiated by Mrs. Croft (such as interactions k, l, m, and v between Tiffany and Mrs. Croft). In interaction d between Mrs. Croft and Mary, Mary did not respond which required Mrs. Croft to ask another question that resulted in a response (interaction e). Finally, Sherman (t'), Kristin (u'), and Tiffany (w') each initiated communication with Mrs. Croft. Similar patterns of initiating verbal communication in Mrs. Croft's classroom are seen with her low-achieving students (see Figure 6).

In addition to the visual examples in the verbal interaction path diagrams, the following two vignettes (the first with the high-achieving students and the second with the low-achieving students) illustrate the various methods used by Mrs. Croft to initiate student verbal communication:

Sherman reads his answer carefully and the teacher asks, "What could be done to make his answer a little more specific?"

Figure 5

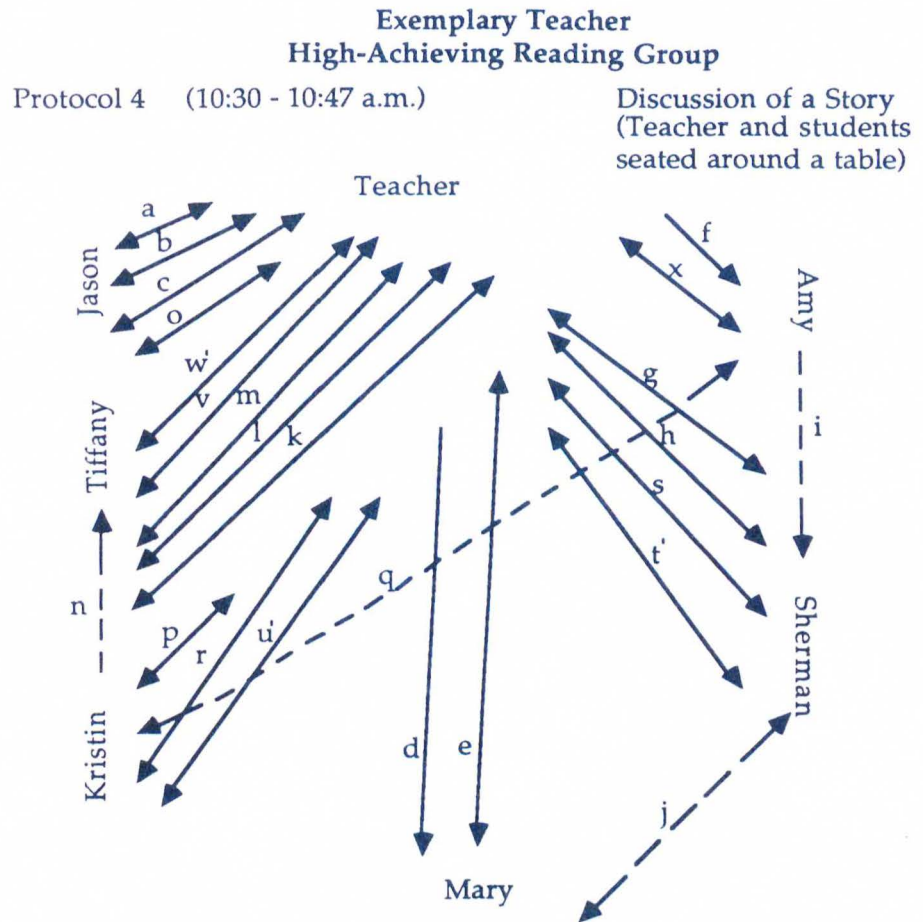
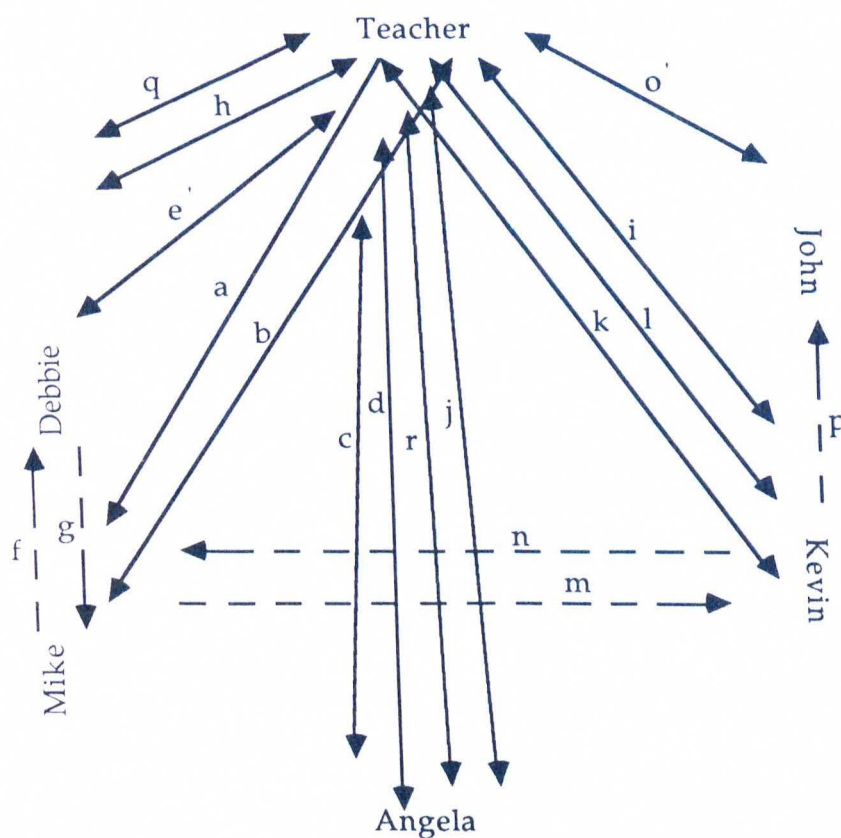
Verbal Interaction Path Diagram - Exemplary Teacher (High-Achieving Students)

Figure 6
Verbal Interaction Path Diagram - Exemplary Teacher
(Low-Achieving Students)

Exemplary Teacher
 Low-Achieving Reading Group

Protocol 4 (11:06 - 11:20 a.m.)

Discussion of figurative
 language and inferential
 comprehension workbook
 pages
 (Teacher and students
 around a table)



Jason offers a confident reply. Leaning forward and placing both hands down in the center of the table he addresses the group while also alternating his gaze to the teacher. "He could substitute the village lord in the beginning rather than a word like 'he.' Then, he could read his sentence like this, 'The village lord thought all old people were useless.'"

Then, Mary responds, "Because the cruel village lord did not know that old people could be useful."

Immediately, Kristin states her idea. "The first village lord passed the bad decree because he did not believe that the old people would be of any use."

Throughout this chain of spontaneous dialogue, the teacher sits back in her chair, appears to concentrate on what is being said, and looks intently at each speaker. (Protocol 1, exemplary teacher, high-achieving students, lines 115-128)

The teacher looks at the students and addresses them softly. "Good, John. Now all of you - please - eyes up here. Can you tell me which came first, the cause or the effect? Okay, Mike, I see your hand is up."

Mike responds, "The cause because it's what makes what's going to happen, happen."

All of the students look at Mike and nod and smile in apparent agreement. The teacher chuckles and retorts, "I think you are beginning to understand this. Let's try some practice just to be sure. Can you tell me what's the effect in this sentence? 'I went into the cafeteria and stepped on a banana peel.'"

Angela shoots a glance at the group and then replies, "Well there is no effect in the sentence but the cause is that I stepped on the peel. I know what one thing would happen - I'd fall on the floor and hit my head."

The students and the teacher erupt into momentary gales of laughter before the teacher turns to Kevin and queries, "Can you give us a cause statement?"

Kevin ponders for seven seconds, frowns, and then breaks into a mirthful smile. "I went into a room with a glass of water and tripped on a rug, and spilled the water." (Protocol 2, exemplary teacher, low-achieving students, lines 47-63)

As with the manner in which the students were allowed to repond, understood signals seem to exist between Mrs. Croft and her students regarding which method would be used (and when) to initiate verbal communication.

The function of questions. Mrs. Croft encouraged her students to think carefully before answering her questions, and to elaborate their ideas. To

accomplish these objectives, Mrs. Croft asked both literal and open-ended questions, and had students discuss their responses. Although one of Mrs. Croft's goals appeared to be using information to arrive at a single correct response, she occasionally led the students to see that a range of plausible responses could be acceptable.

The next two vignettes provide examples of the varied functions of Mrs. Croft's questions and the types of questions she asked.

Looking directly at the students and then leaning into the group again, the teacher asks the next question. "Do you think something like this would ever happen again? I know that most of you wrote some very thoughtful answers and it would be a good idea to share one or two. Mary how about you?"

Mary quickly looks at her paper, pauses, and then reads her answer softly. "I think that something like this might happen again because Karl might be willing to climb mountains another time."

The teacher...responds to Mary's answer. "One of the reasons your answer was a little more complete than some others is that you elaborated it a little by giving your readers a reason behind your opinion."
(Protocol 6, exemplary teacher, high-achieving students, lines 112-124)

The entire group sits extremely still and all five students appear to think diligently. After waiting approximately eight seconds, the teacher begins to ask guide questions to begin to resolve the problem ("Is the rain part of the cloud? Can you relate clouds and rain to fins and fish?"). Kevin then states confidently, "Fins mean the same to a fish as wings to a bird."

Turning sharply toward Kevin the teacher asks pointedly, "What do they have in common?"

Dorothy proffers an immediate answer and she looks at Mike as she does so. "They're attached."

A glimmer of recognition shines on Mike's face and then he adds excitedly, "They're both parts of an animal's body."

Following quickly, the teacher leans a little further into the group and asks, "What else can we compare in this particular example?"

Debbie raises her hand vigorously and, once recognized by the teacher replies, "Tail to a horse or hair to a dog."

At the conclusion of this rapid interchange, the teacher leans back in her chair momentarily and a smile dances across her face briefly. Softly, she asks, "Angela, will you please read the next sentence?"

(Protocol 5, exemplary teacher, low-achieving students,
lines 76-93)

In both vignettes, Mrs. Croft appeared to be consciously aware of when she wanted to ask specific types of questions and for what purpose. For example, in the analogy lesson with the low-achieving students, Mrs. Croft used a question with Dorothy, Kevin, and Mike which required them to think convergently. Subsequently, Mrs. Croft asked a question that caused Debbie to begin to think divergently.

The Satisfactory Fourth-Grade Teacher (Mrs. Hunt)

The satisfactory fourth-grade teacher, Mrs. Hunt, used language differently than Mrs. Croft. First, Mrs. Hunt usually sought responses to her questions by recognizing those students who raised their hands. Second, Mrs. Hunt frequently initiated verbal interactions with both the high- and low-achieving students. Finally, Mrs. Hunt only used questions that enabled her students to arrive at correct responses. The following discussion provides greater detail regarding Mrs. Hunt's use of language.

The manner in which students were allowed to respond. The primary method used by Mrs. Hunt to allow both her high- and low-achieving students to respond was to select respondents from students whose hands were raised. Another less frequent method used by Mrs. Hunt was to ask a question and then call on a specific student before hands were raised.

Mrs. Hunt often acknowledged correct student responses with an affirmative nod or by saying "right."

Occasionally, students attempted to vary these two patterns by talking among themselves or volunteering responses without being formally recognized by the teacher. These attempts by students to alter Mrs. Hunt's selection of respondents were met with visible disapproval by her. As Mrs. Hunt attempted to regain control of selecting respondents, maintaining control of student social behavior was temporarily disrupted.

The following two vignettes provide examples of the previously cited methods used by Mrs. Hunt to allow her students to respond. The first vignette is from a reading lesson with the high-achieving students and the second vignette is excerpted from a reading lesson with the low-achieving students.

...the teacher concludes the silent reading time by asking her initial question. "Today we are going to talk about what we read. Who was Jason?" Hands fly into the air and bodies strain forward as if to compete to see who will be called upon first.

Candy is chosen as the lucky one and a gloating smirk crosses her face. "He was from the town."

The teacher nods slightly, says "Okay" and repeats Candy's answer.

Elise then is recognized and adds, "He was the one who knew what to do."

After raising her hand, Ellen responds, "He knew all the magic tricks about changing people into things."

The teacher responds to these answers by nodding and smiling. She turns to her manual, then faces the group and queries, "What in this story makes you think that he was chosen champion? Everyone should have their own opinion."

Again, hands rise into the air and the students physically strain to be recognized. The teacher slowly surveys the group tantalizingly and then selects David. An immense look of relief appears on David's face and then he grins as he answers. "Because in the story it says he was strong and clever." To prove his point before the teacher can respond, David proceeds to read a short passage from the story. (Protocol 3, satisfactory teacher, high-achieving students, lines 45-64)

The teacher suddenly ends the silent reading by asking a question to the low-achieving reading group. "By looking at parts of words, we can find something out about them like what?"

Jason raises his hand and replies, "If they are compound."

The teacher grins lightly, nods her head affirmatively, says "Right," and repeats Jason's answer.

She then turns to Tom and asks, "Tom?"

Tom shuffles his feet, shifts in his seat and responds glumly, "The shape and size of stuff."

The teacher recoils ever so slightly and asks quizzically, "Like what?"

Tom sits motionless for about 10 seconds and the teacher replies pointedly, "You need to read more carefully so you can keep up with us."

Brian blurts his answer after being recognized by the teacher. "You can see how to sound out."

Once again, the teacher nods, says "Right," and repeats Brian's response.

Facing the group, the teacher announces, "I'd like you to turn to page 46 and read about compound words. I know they are friends of yours, so get reacquainted." The students' heads turn to their books, as does the teacher's and all in the group begin to read. (Protocol 2, satisfactory teacher, low-achieving students, lines 58-74)

Mrs. Hunt's apparent rationale for adhering to the hand-raising and acknowledgement procedures was to control student discussions overtly in order to maintain student social behavior.

The initiation of verbal communication. Mrs. Hunt was the primary initiator of verbal communication during the observed reading instruction in her classroom. Moreover, she initiated almost all of the verbal communication during her observed reading instruction. Verbal communication, therefore, was frequently one-way and teacher-initiated.

Visual illustrations of these phenomena are provided in verbal-interaction path diagrams (see Figures 7 and 8). Both verbal-interaction path diagrams (high- and low-achieving students) depict one-way and teacher-initiated verbal communication, and no student-student interaction. In contrast, verbal communication in Mrs. Croft's classroom involved both teacher- and student-initiated interactions, and interactions among students.

Further examples that demonstrate the manner in which communication was initiated by Mrs. Hunt appear in the following two vignettes:

The teacher now addresses the high-achieving students with another question. "Does anyone else have another idea about why the prize would be important to Jason?" Her question is met with blank looks, silence, partially bowed heads, and nervously shuffling feet. Another question is asked and the teacher's voice

Figure 7
Verbal Interaction Path Diagram - Satisfactory Teacher
(High-Achieving Students)

Protocol 7 (10:15 - 10:31 a.m.)

Whole-group skill instruction on
 use of metaphors
 (Teacher and students seated
 in a circle - no table)

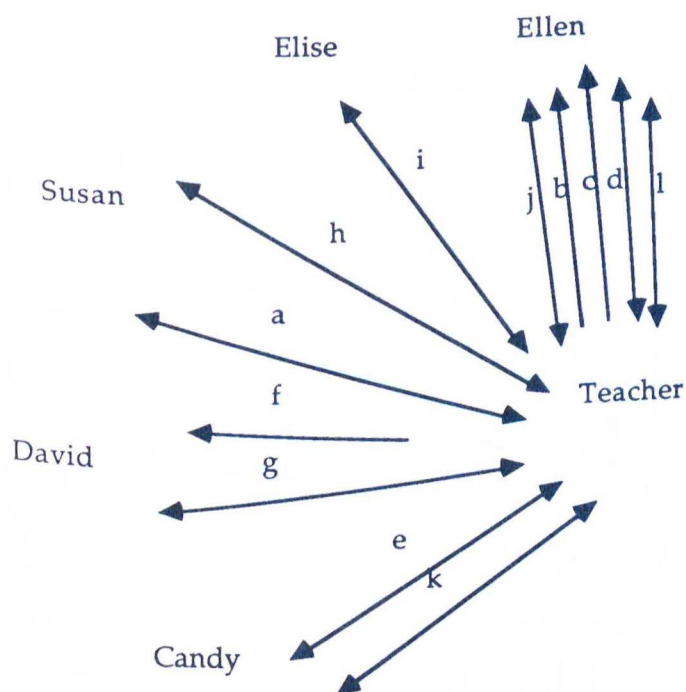
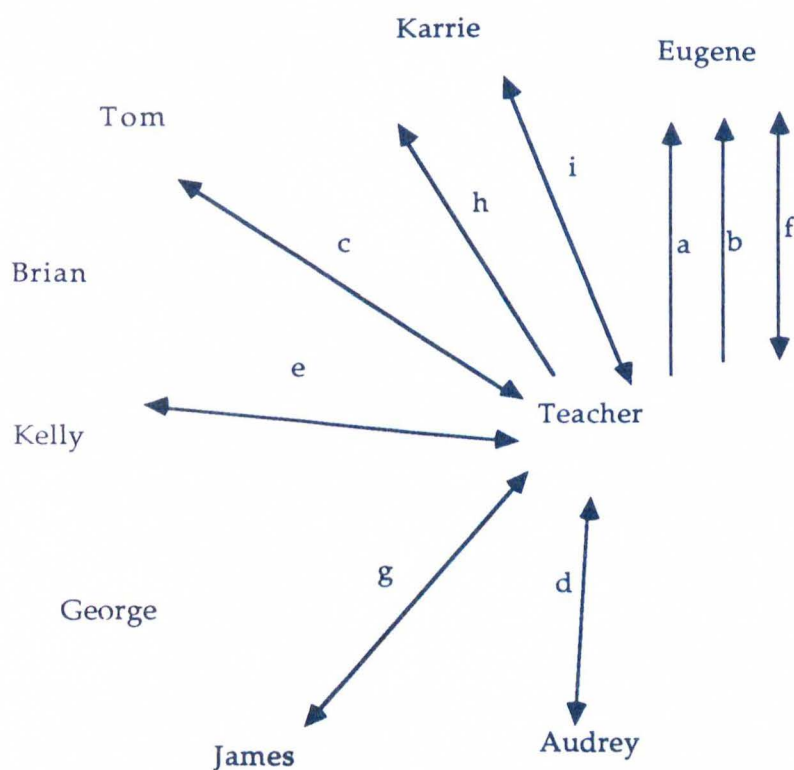


Figure 8
Verbal Interaction Path Diagram - Satisfactory Teacher
(Low-Achieving Students)

Protocol 7 (11:02 - 11:20 a.m.)

Oral Reading and discussion
of a story.
(Teacher and students seated in
a circle - no table)



sounds mildly condescending. "Well let me put you in his spot. How many of you have ever played on a team?" All hands rise into the air quietly. The teacher smiles slightly and says, "Let's say that you had a chance to play in a big championship game and the outcome of the game was in the balance. You catch the ball that makes the last out. Why would you want to hold on to that ball?"

A look of excitement explodes over Susan's face and, since she is the first to raise her hand, she is recognized by the teacher. "Because it makes you so proud."

Looking briefly at the group the teacher asks, "Candy?"

Candy replies slowly and in a mumble. Her voice becomes even more hushed at the end of her reply. "So I could keep it as a memory and get it autographed."

The teacher smiles, gazes at her manual briefly, looks back at the group, pauses, and then commences to speak. "You have given me many reasons all of which are important and true. I think it might be important for Jason to win the prize because it has sentimental value. Now, do you think that this story is a true one?"

Hands erupt into the air and the students reply in order around the group. Three reasons are given quickly and in a matter-of-fact manner. After each answer, the teacher says "right" or "good" and then repeats the entire response to the group. (Protocol 3, satisfactory teacher, high-achieving students, lines 85-110)

The teacher brings the silent reading to a close by asking the students (in a rhetorical manner) what a compound word is.

Eugene raises his hand and retorts, "Two words that go together."

Smiling at Eugene, the teacher replies, "I agree with what you say but something is missing."

George blurts, "They are to make sense."

The teacher's voice exudes displeasure as she responds, "Right," and then proceeds to repeat George's answer.

Reaching to the side table on which she has her textbook manual, the teacher grabs a group of 3 x 5 cards. "I'd like you to look at yours and then come to the board to match it with a card up there already to make a compound word."

The students take turns quietly trooping to the board and they are silent as they affix their answers.

Surveying their work, the teacher's face remains impassive and she chirps her verdict. "Good, let's look at the first one. Hairbrush. What is a hairbrush? Kelly?"

Kelly replies quickly and barely audibly. "It's to comb your hair."

The teacher responds quickly and firmly. "Not to comb hair, but to brush." Looking at the group impassively the teacher asks calmly, "What about salesperson?" Quickly, she adds, "Audrey?"

Audrey stiffens in her chair and answers in a hushed and hesitant manner "A person who sells." (Protocol 2, satisfactory teacher, low-achieving students, lines 88-107)

As illustrated by the narrative data in these two vignettes, maintaining teacher control over verbal interactions and student social behavior appear to be the reasons for the method used by Mrs. Hunt to initiate verbal interactions. Furthermore, two other phenomena were observed both with the high- and low-achieving students. First, Mrs. Hunt sought and encouraged student responses of minimal length and complexity. Second, both the high- and low-achieving students seemed to exhibit some

anxiety when being asked to respond without being given an opportunity to raise their hands. This latter phenomenon is illustrated in the responses offered by Candy (high-achieving student protocol), and Kelly and Audrey (low-achieving student protocol).

The function of questions. Questions were asked by Mrs. Hunt primarily to attain correct responses from her students. Mrs. Hunt often responded to correct student responses enthusiastically in three ways. First, her facial expressions (smiles, grins) exhibited pleasure. Second, she often nodded her head affirmatively. Third, she either said "right" or repeated student responses in their entirety. In contrast, Mrs. Hunt reacted to incorrect student responses with frowns and comments such as, "wrong" or "incorrect." In addition, when asking questions, Mrs. Hunt did most of the speaking; consequently, student responses were short in length and almost terse.

The previously cited methods of asking questions with regard to the function of questions were observed to occur with both the high- and low-achieving students. Specific examples are provided in the next two vignettes.

...the teacher grins at the group and announces,
 "We now see that there are different opinions
 about who the champion is. Be sure to be able to
 support your opinion. Now, in this story, what
 were two foods given to the champion? Elise?"

Elise recoils slightly, regains her composure quickly, and a serious look of concentration invades her face as she thinks... Suddenly, Elise says "cheese," then she pauses momentarily before saying "cider."

Leaning back in her chair and grinning the teacher retorts, "Were these things considered to be valuable?"

Elise replies immediately in a monotone voice. "Yes because they were in demand and that's why they were the prizes."

The teacher leans forward, smiles, says "right," and repeats Elise's answer. (Protocol 3 satisfactory teacher, low-achieving students, lines 64-76)

The teacher then says, "Okay, Tom, I need you to read the next sentence orally to us."

Tom complies and then asks, "Why were the two men in the picture at the bottom of the mountain?"

Smiling broadly, the teacher nods at Tom and then addresses the group. "As Tom read this sentence, a question popped into my mind. What

was it?"

George offers a meek reply. "Why were these men left at the bottom?"

The teacher smiles broadly again, shakes her head, repeats George's answer and states enthusiastically, "You are exactly right!"
(Protocol 8, satisfactory teacher, low-achieving students, lines 88-95)

As depicted in these two vignettes, Mrs. Hunt's questions were designed to assure that students would arrive at a single correct response.

The Use of Space

This section examines the data with regard to the dimension of space. Two categories of salient recurring behaviors emerged -- the physical arrangement of the classroom to accommodate student needs, and the function of the teacher's physical position. Marked differences in the use of space were observed between the exemplary teacher (Mrs. Croft) and the satisfactory teacher (Mrs. Hunt). Table 9 summarizes how the exemplary fourth-grade teacher and the satisfactory fourth-grade teacher compared regarding their use of space.

Briefly, Mrs. Croft's room arrangement indicated her awareness of how space could be used to accommodate her high- and low-achieving students' instructional needs. Her room arrangement enabled control of

Table 9

Comparisons of Salient Recurring Teacher Behaviors According To Hall's (1981) Framework - Dimension of Space

Exemplary Teacher (Mrs. Croft)

Satisfactory Teacher (Mrs. Hunt)

Room Arrangement to Accommodate Student Needs

- Physical arrangement of classroom and use of space suggest teacher awareness for accommodating student needs

- Physical arrangement of classroom and use of space promote distractions that interrupt student on-task behavior

The Function of Teacher Physical Position

- Teacher promotes group cohesiveness and collegiality
- Physical position of teacher promotes facilitator role

- Teacher emphasizes role of adult as authority figure and sets adult apart from students
- Physical position of teacher promotes role of authority figure

student social behavior to be achieved and for the academic focus of her reading lessons to be maintained. In contrast, the manner in which Mrs. Hunt arranged her room interfered with her students' learning. Distractions were created by students who moved to the back of the room to receive seatwork directions, and by students who received instruction in the front of the room in a location which blocked the view of the chalkboard from the rest of the class.

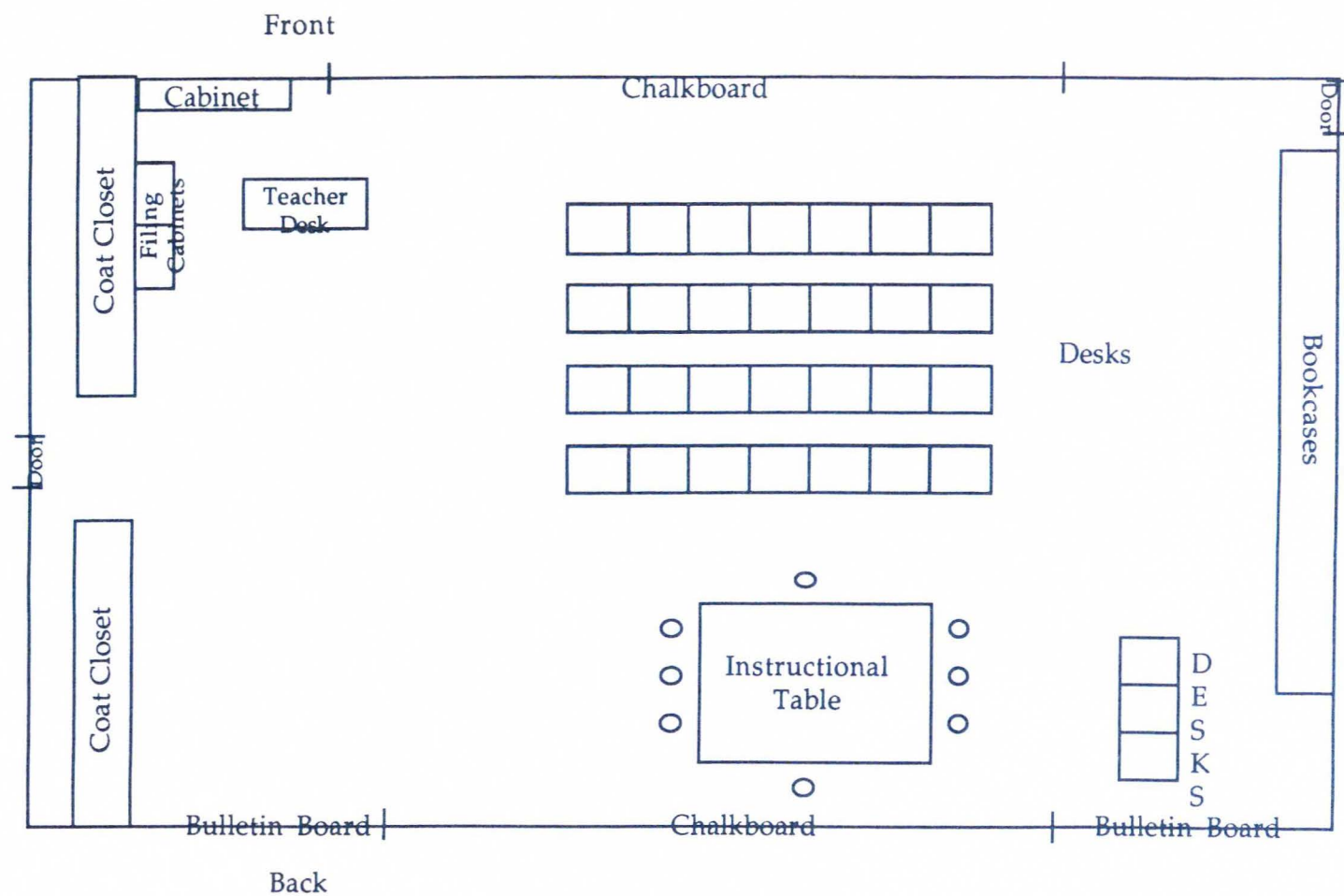
In Mrs. Croft's classroom, teacher physical position was used to create a sense of group collegiality and cohesion with both the high- and low-achieving students. Mrs. Croft appeared to be able to use physical position to communicate her role as a covert authority figure, to function as a facilitator, and to assist students to become responsible for monitoring their own social behavior. Mrs. Croft rarely needed to interrupt her reading instruction to regain control of social behavior with either the high- or the low-achieving students. Consequently, she was able to direct her energies toward providing reading instruction to her high- and low-achieving students rather than having to monitor their social behavior. In contrast, Mrs. Hunt's use of teacher physical position overtly emphasized her authoritarian role with both the high- and low-achieving students. Moreover, her reading instruction was fraught with incidences which required her to reestablish control of the high- and low-achieving students' social behavior. The rest of this section clarifies the basis for these conclusions about each teacher's salient recurring behaviors in the dimension of space.

The Exemplary Fourth-Grade Teacher (Mrs. Croft)

Mrs. Croft arranged her classroom so she could conduct instruction with a single group in a location that was isolated from the rest of the students. Moreover, the physical arrangement of her room allowed multiple instructional activities to occur simultaneously without disrupting control of student social behavior. Her use of physical position promoted a sense of group cohesion and collegiality, and emphasized her role as a facilitator.

Room arrangement to accommodate student needs. The physical arrangement of Mrs. Croft's classroom accommodated the needs of students in three ways. First, her room was arranged so that activities would not interfere with one another. This was accomplished by placing activities in different areas of the classroom. For example, figure 9 shows that the students' desks in Mrs. Croft's classroom were arranged facing the front chalkboard while the small-group instructional area was at a table near a chalkboard in the back of the room. In addition, other items such as coat closets, book cases, and cabinets were placed at the periphery of the room. Second, the room arrangement provided adequate space so that students could move freely and have easy access to activities and materials. Third, Mrs. Croft appeared to have made conscious decisions regarding how conducting instruction and maintaining control of student social behavior could benefit from her arrangement of space. For example, students at the small-group table were provided chairs rather

Figure 9
Room Arrangement - Exemplary Teacher



than having to bring their own. Moreover, Mrs. Croft provided the students with a writing surface during small-group instruction by seating them at a table.

Student on-task behavior was enhanced because of Mrs. Croft's use of classroom space. The two vignettes that follow provide examples regarding Mrs. Croft's physical arrangement of classroom space to accommodate student needs.

The teacher is seated among the five low-achieving students... around the instructional table at the back of the room. The other students seated up front near the chalkboard appear to be intensely involved in completing their assignments. Heads are bowed and occasionally bob up to glance at the board (or turn to read from a workbook), pencils scratch their paths across paper, and lips often are pursed around the tips of erasers. Silence permeates throughout the room only to be broken by the classroom aide's barely audible voice as she works with one student... and the teacher's voice as she engages the students in a dialogue about their seatwork directions. A sense of purposeful and calm activity prevails as the students working up front appear to be concentrating on what needs to be done. (Protocol 1, exemplary teacher, high-achieving students, lines 1-13)

All of the students in the front of the room are working quietly and with great intensity. Scissors cut through construction paper as several students prepare covers for their poetry books. Tongues peek out of Sean's and Crystal's mouths as they concentrate on cutting on the lines that have been drawn on their paper. In another area, heads are thrust into workbooks and dittoes which are scattered across desks.

Amidst this activity are several students who are looking into their readers in a effort to complete a story sequence chart that is written on the chalkboard. Sounds of concentration permeate the front of the room. Fingers idly twirling her hair, Dee appears to be raptly reading her book. Some legs jiggle, pencils mark their paths across paper, heads rest on hands, and pages flip silently.

Everyone is seated with the exception of Jerry who saunters to the pencil sharpener. He quickly uses it and then returns to his desk. Occasionally the stillness will be invaded by a cough or sneeze; however, the hushed sounds of rhythmic breathing pervade.

Seated around the table in the back of the room, the teacher and the high-achieving students are just beginning their lesson. (Protocol 3, exemplary teacher, high-achieving students, lines 1-19)

As illustrated by the two preceding vignettes, the physical arrangement of Mrs. Croft's classroom accommodated student needs and enhanced on-task behavior.

The function of teacher physical position. Mrs. Croft used her physical position to help achieve the academic goals for each observed reading lesson through maximizing student on-task behavior. More specifically, Mrs. Croft's physical position, combined with her use of verbal and non-verbal language, created a sense of group cohesion, collegiality, and "oneness." A method that she employed frequently to help create group cohesion was to use an animated voice and vivid language, together with leaning her body in and out of the middle of the group. Through use of this method, Mrs. Croft appeared to establish a "clandestine" relationship with the high- and low-achieving students. This relationship enabled her to maintain the students' attention to the topic being discussed.

Both of the following vignettes (one with the high-achieving students and one with the low-achieving students) illustrate how Mrs. Croft's use of physical position enabled her to promote collegiality and group cohesion.

Leaning in and toward Sherman the teacher addresses the entire group again. "Some of your

answers, then, just might fit this question. Let's listen to Mary's answer to see if it would fit if she put her thought in it."

Mary reads her lengthy four-sentence answer and as she does so, the teacher and the other students look at her. At the conclusion of Mary's response, the teacher faces the group again and shares her reactions quietly. As she speaks, the students lean in closer to the center of the table. "Her answer isn't totally incorrect because she has pulled back and concluded that since Karl is from the Indian culture, that he would act this way. This tells me that she is really thinking." (Protocol 6, exemplary teacher, high-achieving students, lines 65-75)

John's body straightens perceptibly in his seat and he leans just a little closer into his book. He looks at the teacher and responds unabashedly, "They are all things being compared."

Mike then is asked by the teacher to read the next sentence orally from the book and he complies by reading with flawless accuracy. As he finishes, the teacher leans toward the center of the table and the five students comply in a similar fashion. Her voice is

tinged with animation and her eyes glisten mischievously as she directs a... question to the group. "Now, remember to use all of what we have just learned about analogies to answer this question. How are the fins related to the fish in a similar relationship to the cloud and the rain?" (Protocol 5, exemplary teacher, low-achieving students, lines 64-75)

In the two preceding vignettes, the high- and low-achieving students responded to the Mrs. Croft's use of physical position in a similar manner. When Mrs. Croft leaned into the middle of a group to emphasize a point of discussion, the students did also. This behavior, coupled with Mrs. Croft's ability to maximize student involvement during discussions through the use of language, helped to maintain the academic focus of her reading lessons.

Mrs. Croft's use of physical position also emphasized her role as a facilitator and a covert authority figure. In addition, however, Mrs. Croft appeared to be able to defer responsibility to her students without abrogating her authority. More specifically, Mrs. Croft's students were being taught how to assume responsibility for controlling their own social behavior without constant and overt adult supervision.

Three phenomena occurred consistently in the observations of Mrs. Croft's reading instruction. First, Mrs. Croft would occasionally leave a group after assigning silent reading to circulate among the other students in the classroom who were completing seatwork assignments. This time

was used by Mrs. Croft to monitor the progress of students and to offer encouragement. Second, whether being monitored by her or not, Mrs. Croft's students appeared to be on-task as indicated by their observed and recorded behaviors. Third, Mrs. Croft rarely needed to assert her authority to admonish students. Classroom expectations for appropriate social behavior (procedures and rules) appeared to be well-understood and internalized by her students. Furthermore, Mrs. Croft's students seemed to participate in maintaining student social behavior in her classroom.

The following vignette provides specific examples regarding Mrs. Croft's use of physical position as a covert indicator of authority.

The teacher rises from the table and walks among the students who are continuing to work in the front of the room. Periodically, she stops by a desk, leans down to look at a student's work and talks to the student in a hushed inaudible voice. Meanwhile, the Chapter I aide is kneeling in front of a student's desk in the first row and is working with three students who are gathered around a workbook page. Continuing to move among students, the teacher steps toward Tracy, places a hand lightly on her forearm and asks softly, "Do you have your heading and do you remember what the directions are?" Tracy looks at the teacher, smiles, shakes her head affirmatively, mumbles a reply, and then returns to her work.

The teacher weaves in and out among the desks, returns to the high-achieving students, and sits down among them. Up front, pencils continue to trace paths across paper and scissors still cut.

...Quiet, rhythmic breathing is the only sound heard as the high-achieving students doggedly read their story. Mary twirls a lock of hair near her glass frames while Sherman has his elbows on the table and perches over his book as he reads...As the students read, the teacher reads the story also from an extra student book.

Reading with the high-achieving students for four minutes, the teacher rises from the table again to walk among the other students in front of the room. She stops next to Sean's desk, stoops down and whispers ...into his ear. Crystal turns around in her chair and silently mouths a request to Dee for more glue for her poetry book cover. (Protocol 3 exemplary teacher, high-achieving students, lines 104-133)

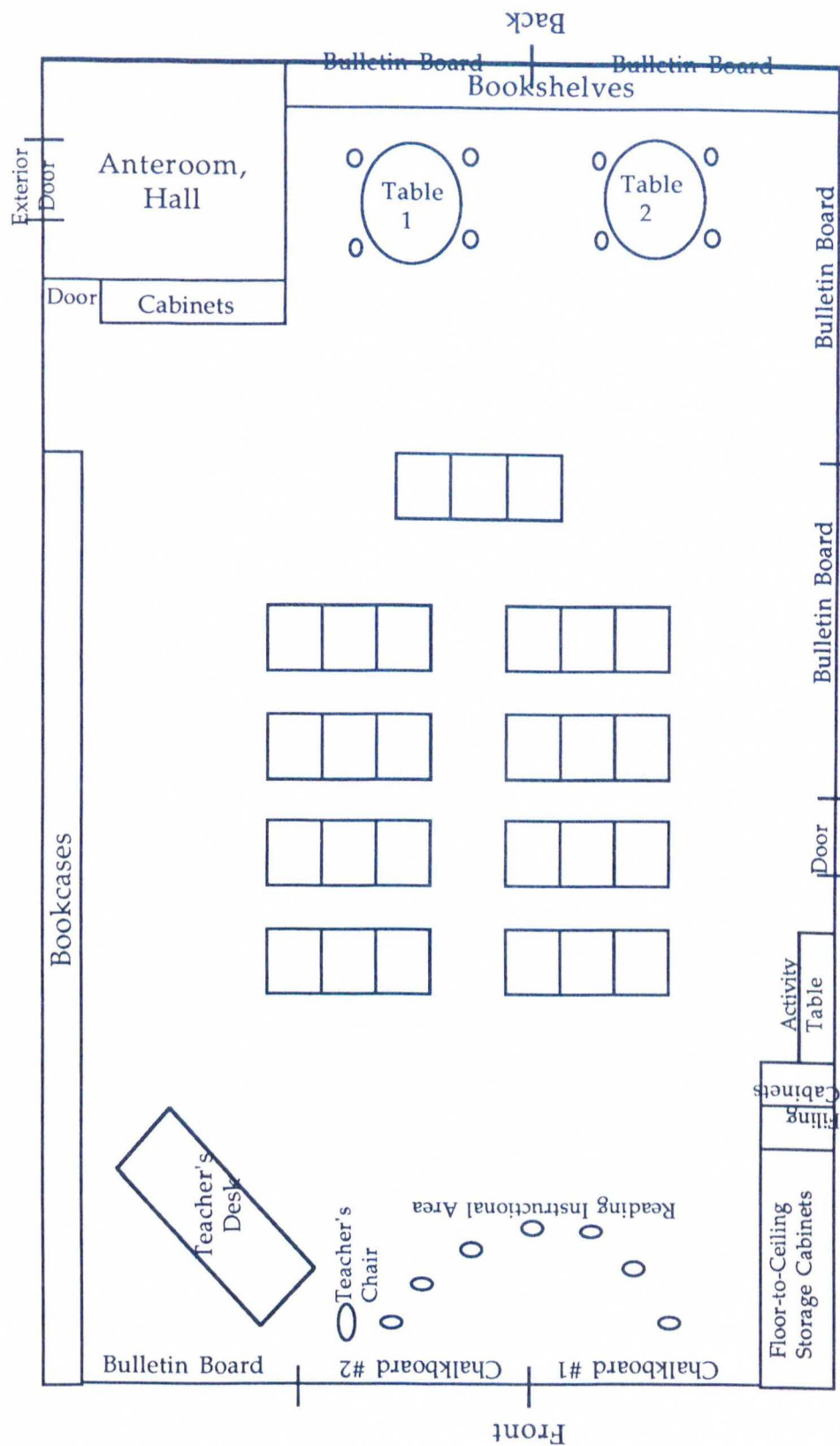
This vignette describes how Mrs. Croft monitored the low-achieving students and how the high-achieving students completed an assigned silent reading task both in and out of her presence. Moreover, similar teacher and student behaviors were consistently observed when Mrs. Croft monitored the high-achieving students during seatwork while the low-achieving students completed assigned silent reading tasks.

The Satisfactory Fourth-Grade Teacher (Mrs. Hunt)

Mrs. Hunt arranged her classroom in a manner that caused instructional activities to interfere with each other. For example, she conducted reading instruction in the front of the room with each group. Consequently, students who were working on seatwork assignments at their desks had their view of the chalkboard blocked by Mrs. Hunt and the group of students she was teaching. Mrs. Hunt's use of proximity, in contrast to Mrs. Croft, did not promote a sense of group cohesion and collegiality. Finally, Mrs. Hunt's physical position in the room when conducting reading instruction emphasized her role as an overseer.

Room arrangement to accommodate student needs. Three specific phenomena emerged from the classroom observation data that revealed how Mrs. Hunt's room arrangement did not accommodate student needs. First, Mrs. Hunt conducted group reading instruction in the front of the classroom adjacent to the chalkboard on which seatwork assignments and directions were written (see Figure 10). Therefore, the group of students working with Mrs. Hunt blocked the chalkboard from the view of the students who were attempting to complete seatwork. In addition, students working at their desks were often distracted by students who were moving their chairs to the reading instructional area in the front of the classroom (two empty tables and eight extra chairs were located in the rear of the classroom). Second, Mrs. Hunt summoned each group separately to the back of the classroom near the bookshelves to discuss

Figure 10
Room Arrangement - Satisfactory Teacher



seatwork directions. This movement of groups of students within short periods of time often was distracting to students at their desks who were attempting to complete assignments. Third, in contrast to Mrs. Croft, Mrs. Hunt seated her instructional groups in chairs without a table. Consequently, students lacked a stable surface on which they could write responses during small-group reading instruction.

The next two vignettes provide specific examples regarding the effects of Mrs. Hunt's room arrangement on her reading instruction.

Bending over to get her teacher's manual the teacher announces, "All right, please everyone look at the board for your seatwork and begin. Now, will the Bears [high-achieving students] ...come to the front?"

George, Kelly, and Audrey bound from their desks and scurry to a group of six chairs which are positioned in a circle in front of the room near the center of the main chalkboard. The teacher ambles to the group area facing the high-achieving group and a grin flicks across her face. "Please, all of you stay here while I go over everyone else's work with them." Slowly, she moves to the rear of the room while touching desks with her hand. (Protocol 1, satisfactory teacher, high-achieving students, lines 27-36)

A low but ever-increasing hum begins to permeate the room. Suddenly, the teacher states, "I need to see the people in New Frontiers [low-achieving students] in the front of the room now. You need to bring your chairs because we will be working together for a while." Chairs scrape the floor as the students rise from their desks, and metal clangs hollowly as chair legs bang desks. Slowly, the low-achieving students move to the front of the room and begin to form a circle. The teacher seats herself so she faces most of the students in the group. Her head is profiled for the rest of the students who are seated at their desks and her head blocks the written directions on the chalkboard for some. Necks crane sideways and some students lean at a sharp angle to read what is written on the chalkboard. (Protocol 8, satisfactory teacher, low-achieving students, lines 34-45)

Both vignettes depict how Mrs. Hunt's room arrangement adversely affected control of social and on-task behavior with both the high- and low-achieving students.

The function of teacher physical position. Mrs. Hunt's reading instruction was interrupted repeatedly by situations that required the use of her physical position to correct student social behavior that she considered to be inappropriate. Mrs. Hunt's use of physical position,

therefore, overtly emphasized her assertion of authority. She often would rise from a seated position or move nearer to a student either to issue a warning or a command. Her use of physical position in this manner usually was accompanied by forceful verbal language and facial expressions that conveyed disapproval. Although the students usually complied with Mrs. Hunt's demands, improvement in social behavior was only brief in duration. Consequently, Mrs. Hunt had to use her physical position continually to reassert her authoritarian role. Specific examples of Mrs. Hunt's use of physical position as a means to correct student social behavior appear in the following three vignettes.

The teacher moves to the high-achieving group, most of whom appear to have been waiting patiently during her interchange with the low-achieving students.

David and Ellen are hunched in the seats with their elbows and forearms draped over their knees while Susan's back is arched over her chair back support. Spying the teacher's approach, all of the students in this group straighten in their chairs and begin to fondle their books. Hands clasp spines and fingers either drum covers or flip through pages aimlessly.

The teacher sits in a large high-backed chair which places her slightly back from the students so the rest of the class can see her profile. (Protocol 1, satisfactory teacher, high-achieving students, lines 79-89)

The teacher leans back in her chair, turns to the small table on her left (on which scads of material are placed in a semi-organized fashion) and grabs five paperback books in both hands. She distributes them to each student and announces her directions. "Please turn to page 29 of Oldtown Tales and look at the title, 'Sparrow Courthouse.' I want you to read and find out how this chapter is related to the title."

All five students rise and carry their seats and books back to their desks. As they weave in and out among the other students, the teacher examines the room carefully from her seated position. She issues a forceful command in a strident voice and a look of extreme displeasure crosses her face. "John, Brian, and Tom, I'm going to come back there and see why you are doing nothing right now." She rises from her chair slowly and the three miscreants return to their seats.
(Protocol 3 satisfactory teacher, high-achieving students, lines 115-124)

Leaning forward and straightening in her seat, the teacher casts a glance over the rest of the room since the drone of voices of the students working at their desks begins to increase... Focusing her gaze on the

[reading] group again, the teacher glances quickly at her reading manual (which is cradled in her right arm) and then faces the students. "We're going to learn how words can be taken apart so they can be understood. Turn to page 45. You can see that this is a skill lesson so we won't be talking about characters or plots. The first thing I want you to do is read this page."

Heads droop and bodies curl into slouches as the students begin to read the assignment. As the students read, the teacher sits still and gazes at them impassively. (Protocol 2, satisfactory teacher, low-achieving students, lines 36-49)

These three vignettes describe how Mrs. Hunt used her physical position and language to correct or direct student behavior (although the low-achieving students in the third vignette were not being directed to correct their social behavior, Mrs. Hunt did use her physical position and verbal language to issue instructional directives to these students). In all three vignettes, the students' overt social actions reflect reactions to Mrs. Hunt's use of physical position. More specifically, students straightened in their chairs as she approached, and her body language emitted disapproval which commanded momentary student silence. Therefore, whether correcting social behavior or administering directions, Mrs. Hunt's physical position emphasized her authoritarian role.

The Use Of Time

This section examines the data with regard to Mrs. Croft's and Mrs. Hunt's use of time. The dimension of time was affected by the emergence of three categories of salient recurring behaviors: the use of time to attain control of student social behavior; the use of wait time; and the use of time to monitor, probe, and reinforce student responses. Table 10 summarizes how Mrs. Croft (the exemplary fourth-grade teacher) and Mrs. Hunt (the satisfactory fourth-grade teacher) compared regarding their use of time.

Differences were observed between Mrs. Croft's and Mrs. Hunt's use of time to attain control of student social behavior, use of wait time, and use of time to probe and reinforce student responses. First, minimal time was required in Mrs. Croft's classroom to attain control of either the high- or low-achieving students' social behavior. The students in Mrs. Croft's classroom appeared to internalize her classroom procedures and abide by them. During transitions between instructional activities, student on-task behavior was maintained because few distractions occurred. Much of Mrs. Hunt's time, however, especially during transitions between reading groups, was devoted to attaining control of student social behavior. Transitions between reading groups in her classroom were characterized by aimless and random student movement. This random student movement made control of student social behavior more difficult to attain than in Mrs. Croft's classroom, and contributed to the off-task behavior of Mrs. Hunt's high- and low-achieving students. Student off-

Table 10

Comparisons of Salient Recurring Teacher Behaviors According
To Hall's (1981) Framework - Dimension of Time

Exemplary Teacher (Mrs. Croft)

Satisfactory Teacher (Mrs. Hunt)

Use of Time to Attain Behavior Control of Student Social Behavior

- Minimal time required to attain control of student social behavior (academic focus maintained)

- Much time required to attain control of student social behavior (academic focus interrupted)

Use of Wait Time

- Use of wait time to enable students to think and to facilitate discussions

- Minimal wait time provided; when used, it assists in the maintenance of behavior control

Use of Time to Probe and Reinforce Student Responses

- Frequent examples of teacher using time to probe and reinforce student responses

- Infrequent examples of teacher using time to probe and reinforce student responses

task behavior in Mrs. Hunt's classroom also occurred during small-group instructional reading lessons.

Second, Mrs. Croft used wait time frequently during the discussions of reading selections with the high- and low-achieving students. (The term "wait time" [Rowe, 1974] refers to a teacher waiting for a student response after issuing a statement or a question.) This time provided students with opportunities to think about her questions and to formulate responses. In contrast, Mrs. Hunt usually used wait time to attain control of student social behavior. For example, Mrs. Hunt used sporadic periods of silence to redirect inappropriate student social behavior. She also asked numerous questions in rapid succession to control the flow and pace of discussions.

Third, during her reading lessons with the high- and low-achieving students, Mrs. Croft consistently probed and reinforced student responses. Her use of this behavior in conjunction with follow-up questions allowed students to develop and expand their ideas. Mrs. Hunt, however, rarely probed student responses. Rather than examining and developing student responses in detail like Mrs. Croft, Mrs. Hunt asked a series of questions which resulted in surface discussions of the topics being emphasized. Mrs. Hunt displayed overt verbal and non-verbal language that expressed her degree of satisfaction (or dissatisfaction) with student responses. Responses of one or two words were proffered by her to address student answers. In addition, Mrs. Hunt's statements

often focused on the accuracy of her students' responses. Mrs. Croft, however, responded to her students' answers by delving and asking follow-up questions which facilitated discussions and expanded the breadth of student responses. The rest of this section provides a detailed discussion of each teacher's use of time.

The Exemplary Fourth-Grade Teacher (Mrs. Croft)

Mrs. Croft required minimal time to attain control of student social behavior during her reading instruction. As a result, she maintained the academic focus of each observed reading lesson. Wait time was used by Mrs. Croft in a manner which enabled students to think about their responses, thereby enhancing the quality of discussions during her lessons. Mrs. Croft devoted time to probe and reinforce student responses. These three salient recurring teacher behaviors in the dimension of time were observed frequently as Mrs. Croft taught her high- and low-achieving students.

Use of time to attain control of student social behavior. Minimal time was expended by Mrs. Croft to attain control of social behavior with either her high- or low-achieving students. The students apparently had internalized and accepted her established classroom procedures, and willingly complied with them. Often, most especially during transitions between reading groups, students appeared to shift effortlessly and quickly between instructional activities. In addition, once a student group

moved to the reading table with Mrs. Croft, instruction began almost immediately.

The next two vignettes illustrate how Mrs. Croft used time to attain control of student social behavior, particularly during the transition between reading groups. A sample vignette from a lesson with each reading group (high- and low-achieving students) is included.

Returning to the table and sitting once more, the teacher makes a quiet announcement. "Banners group, [high-achieving students] please come on back for our next lesson. Sherman, will you please bring back enough reading books for all of us? Those of you who didn't hand in your papers yesterday can bring them with you and we'll go over our written answers together."

The students in the high-achieving group gather their papers and pencils and walk quickly back to the reading table. They move quietly as they approach the teacher and although they look at each other and smile, no talking can be heard. Sherman places a textbook in each student's hands and pages flip as students locate the story to be discussed. Bodies lean forward on the table, eyes focus on the teacher, smiles travel across faces, and an aura of eager anticipation emerges.

(Protocol 1, exemplary teacher, high-achieving students, lines 55-67)

All of the students in the room are sitting at their desks and are looking at workbook pages, writing in their journals, completing dittoes, composing poetry for their poetry notebooks, or reading books. At the same time, both the Chapter I aide and the teacher are moving around the room among the students...Over in the far corner of the room in the front row, the teacher is bending over Jerry's desk and is moving her index finger slowly across a workbook page. Jerry inspects the line of print carefully, nods his head, and smiles at the teacher. With the exception of adult footfalls, the room is absolutely silent. The students continue to work on their assignments with great intensity and the teacher glides rapidly toward the small-group instructional area in the back of the room.

The stillness in the room is broken momentarily as the teacher calls for the Rings group [low-achieving students]. Five bodies rise from their chairs and grab pencils, workbooks, and dittoes before turning around noiselessly to walk briskly toward the teacher. Those students remaining at their desks continue to work

intently and none of them turn from their work to watch as the low-achieving students migrate toward the teacher's table. All five students seat themselves almost simultaneously. Without talking, they place their materials in front of them on the table. (Protocol 5, exemplary teacher, low-achieving students, lines 1-31)

Students in both the high- and low-achieving groups readily complied with Mrs. Croft's verbal requests. During transitions between reading groups, students working at their desks continued to complete assignments and were not distracted as other students moved to the small-group instructional table. Once arriving at the small-group instructional table, both the high- and low-achieving students were prepared to begin their lessons. All of Mrs. Croft's observed reading lessons followed patterns similar to those presented in the two previously cited vignettes.

Use of wait time. Mrs. Croft used wait time consistently in two ways with her high- and low-achieving students. First, she probed student answers by asking follow-up questions and then providing students time to think before responding. Often, six to eight seconds elapsed between Mrs. Croft's questions and the beginning of a student's response. Second, Mrs. Croft reinforced student answers by asking additional questions which were directed either to the original respondent or another student. Regardless to whom questions were addressed, students were afforded time to formulate their responses. Mrs. Croft's use of wait time enhanced

the quality of discussions during her reading lessons because her students had the opportunity to reflect upon and elaborate their responses.

Examples depicting Mrs. Croft's use of wait time with her high- and low-achieving students are provided in the following two vignettes.

The teacher's eyes glint in conspiracy and her voice assumes a suspenseful tone as she addresses the students. "How many of you either read a newspaper at night or see the evening news?" All heads nod in recognition and the students lean in closer to the middle of the table to await the rest of what the teacher is going to say.

Her voice becoming more suspenseful, the teacher's face breaks into a grin as she looks at the students and allows four seconds to lapse before continuing the ... discussion. "Good. How many of your can share with us a crisis that you have read or heard about?"

Kristin quickly announces a response. "There was a boy last week that I read about who saved his father from choking."

Amy's response immediately follows. "I saw on the news that more people are getting AIDS. So that's a crisis because no one has a cure yet." (Protocol 3, exemplary teacher, high-achieving students, lines 75-87)

The teacher grins slightly and nods toward John as she writes Debbie's answer. John offers his contribution softly [after a wait of four seconds] and in a laconic manner, "Contraction."

Turning from the board and releasing the chalk momentarily, the teacher's visage becomes quizzical as she directs her questions to John. "Your answer is right John but can you give me a specific example of what you mean?"

The entire group becomes silent for approximately eight seconds as John's eyes roll toward his forehead. Suddenly he replies softly yet assuredly, "We're going to the store." (Protocol 8, exemplary teacher, low-achieving students, lines 73-81)

In both vignettes, Mrs. Croft's use of wait time was augmented by her use of verbal language and physical proximity. Participation in discussions was maximized because the students knew that Mrs. Croft expected them to think and respond.

Use of time to probe and reinforce student responses. Both the high- and low-achieving students' responses were probed and reinforced by Mrs. Croft. Follow-up questions were used to probe student responses and were accompanied by wait time so answers could be formulated. Student responses were reinforced by asking questions of either the original respondent or of other students.

Three specific phenomena were observed as a result of Mrs. Croft's probing and reinforcing student responses. First, Mrs. Croft made a concerted effort to assure that each student had an opportunity to respond. Second, Mrs. Croft's probing and reinforcing helped to develop and expand student ideas beyond responses to her questions that were initially made. Third, topics being discussed were developed and examined thoroughly, thereby increasing student understanding.

The next two vignettes examine dialogues with the high- and low-achieving students that illustrate how Mrs. Croft used time to probe and reinforce student responses.

Tiffany is talking vibrantly in an effort to complete her answer to a question. "The reason he went to the highlands was to climb the mountain."

Her head cocked to one side, the teacher diverts her gaze from focusing solely on Tiffany to looking at the entire group. Her voice is even and noncommittal as she offers a retort to what Tiffany has just said. "I'm not saying Tiffany is right or wrong but how about if we go to page 195 just to be sure."

Fingers slither through the pages and within 10 seconds, all eyes are focused on the page. While the students read, the teacher appears to read also...After approximately a minute, Sherman looks at the other

group members and declares, "It says on page 190 right at the bottom..."

Looking up from her book, the teacher glances at all group members and announces, "Okay, let's go to page 190. Now which column do you mean?"

Sherman replies quickly and with confidence in his voice. "The left column, top paragraph." Giving the other group members time to find the location in the text, Sherman reads the passage. As he does so, the rest of the students lean closer to listen as they also scan the page while Sherman reads.

Looking up from her book, the teacher flashes a conspiratorial grin and asks, "Does that prove your answer?" Sherman smiles and nods affirmatively. (Protocol 6, exemplary teacher, high-achieving students, lines 44-64)

Meanwhile, at the instructional area, the teacher and the low-achieving students are busily discussing the directions for all of today's assignments. The teacher's body leans forward on the table, her hands are splayed with palms showing and a look of intense determination occupies her face. She addresses the students in a serene yet direct voice. "How many of the

words in each sample exercise will you be underlining?

John?"

John's eyes appear to flit across the open paper in his workbook, then he responds quickly and with confidence in his voice. "Two."

Waiting for a moment the teacher's gaze is redirected to John as she states quietly, "Please look and read to yourself again."

John's eyes become riveted to the page and suddenly he lifts his face which displays a deep grin. "Three."

Quickly, the teacher retorts, "You might be right-- to be sure, please read the words out loud."

John lifts his workbook and begins to read with apparent confident determination. "Square, shiny, squash, squirrel."

Passing her gaze among the students the teacher queries, "Debbie, what is the first sound cluster?"

Immediately and calmly Debbie replies, "Square." Smiling, the teacher stands and writes Debbie's response on the chalkboard.

Slowly looking at the students (who appear to be looking intently at what has just been written) the teacher suddenly directs a question to Mike. "Mike, what did I just underline?"

Grinning, Mike chuckles a reply. "Squ - in square."

(Protocol 1, exemplary teacher, low-achieving students,
lines 14-35)

Each vignette also depicts how Mrs. Croft's probing and reinforcing of responses resulted in students concentrating intently on the answers they would provide. Mrs. Croft's use of probing and reinforcing, accompanied by her use of wait time contributed to the accuracy and depth of her students' responses.

The Satisfactory Fourth-Grade Teacher (Mrs. Hunt)

The academic focus of Mrs. Hunt's reading instruction with both her high- and low-achieving students was frequently interrupted by inappropriate student social behavior. Consequently, additional time was required for Mrs. Hunt to attain control of student social behavior. Furthermore, the time required in Mrs. Hunt's classroom to attain control of student social behavior was far greater than that observed in Mrs. Croft's classroom. Wait time was rarely used by Mrs. Hunt, except as a means to maintain or reestablish control of student social behavior. Finally, Mrs. Hunt rarely used time to reinforce and probe her high- and low-achieving students' responses. Instead, she directed numerous questions to students in rapid succession with minimal time for students to think or respond.

Use of time to attain control of student social behavior. Much of Mrs. Hunt's time, especially during the transition between reading groups as students were changing activities, was devoted to gaining control of student social behavior. Attaining behavior control with the high-achieving students demanded Mrs. Hunt's attention although the low-achieving students were those whose behavior required the most redirection.

Two phenomena consistently emerged that reflected the difficulties Mrs. Hunt experienced attaining control of student social behavior. First, random and aimless movement often occurred as the students changed instructional activities during transition times. Second, when Mrs. Hunt attempted to begin instruction following transitions between groups, the students throughout the classroom were inattentive. Therefore, she had to expend energy to secure student on-task behavior. At times, this effort required her to leave a group she was teaching to move to another area of the classroom to address students who were behaving inappropriately.

In addition to the two previously cited phenomena, Mrs. Hunt occasionally appeared to be oblivious to inappropriate student social behavior. Inappropriate student social behavior also escalated in severity before being noticed and addressed by Mrs. Hunt.

Specific examples of how Mrs. Hunt had to use time to attain control of student social behavior are presented in the next two vignettes.

The five members of the high-achieving group have just moved to the front of the room to form a reading

circle. As the teacher scans her desk for her manual and a manila folder containing dittoes, the members of the high-achieving group sit quietly ... After locating her materials, the teacher ambles over to the group, smiles at the students, and then turns to walk among the rest of the students in the room who are in various stages of beginning their assignments.

Billy leaves his desk and saunters back to the SRA kit; however, once there he stands stock still and stares open-mouthed at John. John, in turn, casts a wary glance at the teacher as he leaves his desk to get a dictionary. Throughout the room muffled mumbles prevail. Occasionally, bodies emerge from seats to walk around the room while performing some custodial or "preparing for reading task." For instance, Jessica travels to the pencil sharpener, Paul obtains a dictionary from the side book case, and Steven migrates to the back of the room to get a blank piece of white drawing paper.

Suddenly, Bryan blurts "SRA!" in an impatient hiss to John who recoils in surprise. Gradually, the whispering throughout the room evolves into a low drone. (Protocol 3, satisfactory teacher, high-achieving students, lines 1-19)

The teacher then reaches for her teacher's manual and a stack of papers at her work table. Meanwhile, Audrey turns around in her seat and engages Elise and Carrie in a hushed conversation. At the same time, Brian rises from his chair and begins to walk among the rows aimlessly. Suddenly, he collides with David who has finished sharpening his pencil and is returning to his desk.

Jessica walks over to the teacher who is crouched in a semi-seated position at her work table. Jessica quietly shows her a workbook page and the teacher whispers to her while pointing at a sentence.

Kelly leaves her desk, hurries over to the Chapter I aide and announces sullenly, "I ain't got nothin' to do." The aide walks Kelly over to a reading kit and begins to whisper some directions to her while also flipping through some of the reading selections.

A low but ever-increasing hum begins to permeate the room. Suddenly, the teacher states, "I need to see the people in New Frontiers [low-achieving students] in the front of the room now. You need to bring your chairs because we will be working together for a while." Chairs scrape the floor as the students rise from their desks and metal clangs hollowly as chair legs bang

desks. Slowly, the low-achieving students move to the front of the room and begin to form a circle. (Protocol 8, satisfactory teacher, low-achieving students, lines 20-40)

Student social behavior never deteriorated to a level where reading instruction was severely disrupted. Mrs. Hunt, however, frequently had to devote additional time and energy to attain control of student social behavior. A paradox also emerged with respect to how Mrs. Hunt attempted to attain or regain control of student social behavior. Although her use of physical position emphasized her role as an authority figure, the effects of her authoritarian behavior were short-lived. Furthermore, Mrs. Hunt appeared to resort to an overtly authoritarian role because she either ignored or was oblivious to initial student behaviors which signaled that her control of student social behavior was deteriorating.

Use of wait time. Mrs. Hunt rarely used wait time during her observed reading lessons with either the high- or low-achieving students. When wait time was provided, its primary purpose was to attain control of student social behavior. In contrast, Mrs. Croft frequently used wait time to allow students to reflect upon and formulate responses to questions.

During Mrs. Hunt's reading lessons with both the high- and low-achieving students, she delivered her questions in rapid succession. These questions were asked at a pace that required the students to respond quickly. Therefore, Mrs. Hunt's observed reading lessons were characterized by a high degree of teacher verbalization (in the form of

questions or comments about the topic being discussed, (or statements used to attain control of student social behavior) and minimal student verbalization (usually responses of two to five words in length).

Examples of Mrs. Hunt's use of wait time are provided in the following two vignettes.

Suddenly, the silence is pierced by the teacher's next question. "Did anyone find the directions you were to follow? I think all of you did really well. We've finished answering the questions from the story now so let's look at the boardwork. Remember, on the first assignment you are to look at the words I've written on the board and then write the suffix from each one. You have your workbook page to do. Then, when you are done you can read for fun. Do you have any questions?"

The students look back at the teacher with... expressionless faces. She gazes at them intently for two seconds and then announces, "Since I don't see any questions I'll tell you about our special assignment today." (Protocol 1, satisfactory teacher, high-achieving students, lines 123-134)

Abruptly, the teacher turns to the low-achieving students and speaks to them in a clipped, short, business-like tone of voice. "How many people moved to

the island?" She calls on James quickly before any of the students have the opportunity to raise their hands.

James looks surprised but regains his composure quickly. His answer, however, is tinged with uncertainty. "Five?"

As rapidly as she called on him initially, the teacher drills another question "Why did these people go to the island in the first place?"

James appears to don a confident air and he replies firmly. "So they could know what it really feels like to be on a deserted island."

Looking at the entire group, the teacher asks a question and allows various students to answer it in no set pattern. "Can you name all of the people in the family? Be sure to keep your books closed please."

Slowly, and in spurts the students call off the seven names of the family members. Retorting quickly, the teacher asks, "Can you tell me something about the high school the hero attended?"

Holly raises her hand hesitantly and the teacher recognizes her with a nod. Holly's answer emerges as a question and is delivered in a partial mumble. "Well, didn't he go to it by boat?"

Immediately, the teacher shoots another question.

"Can you name some pets the family had? Let's just go around in order to see if you can do this." (Protocol 5, satisfactory teacher, low-achieving students, lines 37-57)

Both of the preceding vignettes illustrate how Mrs. Hunt's use of wait time focused on maintaining control of classroom discussions. Collectively, Mrs. Hunt's use of questions, methods of allowing students to respond, and use of wait time were overt attempts to attain and then maintain social order.

Use of time to probe and reinforce student responses. Mrs. Hunt rarely used time to probe and reinforce student responses. When she did probe student responses, she appeared to be doing so in order to maintain control of student social behavior.

Three methods were used frequently by Mrs. Hunt to address student responses. First, after students responded to one question, Mrs. Hunt immediately would ask another question. These subsequent questions, however, served the function of maintaining the pace or flow of discussion rather than developing students' responses through probing. Consequently, her reading lessons consisted solely of surface discussions of ideas or topics rather than in-depth examinations of student statements.

Second, Mrs. Hunt often recognized students' responses by reacting to them affirmatively or negatively. Affirmative reactions consisted of

smiles, head nods, and one-word statements such as "good" or "right." Negative reactions were comprised of frowns, voice tones that expressed agitation, and statements such as "not right."

Finally, Mrs. Hunt probed incorrect rather than correct student responses. Students who responded incorrectly were the recipients of numerous questions that Mrs. Hunt would ask in quick succession. In contrast to Mrs. Croft who probed student responses to assist the entire group to develop ideas, Mrs. Hunt's probing focused on a single student. Consequently, Mrs. Hunt's probing and reinforcing of student responses resembled an interrogation while Mrs. Croft's probing and reinforcing of student responses appeared to facilitate group discussions.

The next two vignettes provide specific examples of Mrs. Hunt's use of time to probe and reinforce high- and low-achieving students' responses. Both vignettes illustrate how Mrs. Hunt reacted to student responses by asking questions in succession. Moreover, Mrs. Hunt's affirmative reactions (head nods, smiles, and one-word positive statements) and negative reactions (frowns and negative statements) to student responses are depicted.

Opening her teacher's manual, the teacher begins the lesson with a restrained yet slightly brusque voice.

"We are going to check the comprehension questions from yesterday's story. Now, everyone, let's try question B. What duties did Harriet have as a forest park ranger?"

She quickly calls on David and Candy who both read in hushed tones what they wrote in response to the question. The teacher says slowly, "Okay" and then looks back at her manual again which is now placed on a small table near her left shoulder...

Appearing hesitant, the teacher steals a glance at her manual once again and queries, "Why is it important that all campfires are put out?"

Hands raise quickly and silently and Ellen is called upon to offer an answer. "Because if the fire was not put out, a forest fire might happen." Looking nonplussed, the teacher says, "Good," waits for a moment and then looks back at her manual again. "What jobs as forest rangers would you like?" Hands raise in unison again. "David?"

David smiles, swallows, and then replies, "I'd like working with animals."

Candy is recognized next with a nod. "I'd like working outdoors during the change of seasons." (Protocol 1, satisfactory teacher, high-achieving students, lines 89-109)

The low-achieving students straighten in their seats as the teacher addresses them. Her voice is pleasant

yet tinged with authority. "I need your undivided attention. We need to talk about our story after we read it to see how much we remember. The men in this story climb Mount Everest which is over 29,000 feet high. To give you an idea of how high this is, you could pile up 20 Empire State Buildings on each other and still not reach the top of this mountain. Put your hands down please! You are going to see that the author is a person in this story. This story would just be like Tom writing a story about his life. So, a story written about person by that same person is an..."

George blurts, "Biography!" He appears to be pleased with his answer and his face radiates a smug grin.

The teacher retorts quickly. "Not right! Hands down please. The right answer is really autobiography." With this statement, the arms of the other students drop from the air and slither to their sides.

The teacher breaks the momentary silence by addressing another question to the entire group. "Now, would the information in this story be true if written by the person who experienced it?"

James and Brian state "Yeah" simultaneously.

Looking and sounding mildly exasperated, the

teacher continues the dialogue. "Yes, I think so."

(Protocol 8, satisfactory teacher, low-achieving students, lines 46-61 and 68-73)

Both vignettes illustrate how Mrs. Hunt's use of time to probe and reinforce student responses was designed to maintain control of student social behavior.

Summary of the Classroom Observation Data

This section of Chapter IV has examined three specific aspects of this study. First, overviews of the data collection and qualitative analysis procedures were presented. Second, the framework used to organize the salient recurring patterns of teacher behaviors that emerged during the data collection and analysis was described. Finally, the salient recurring teacher behaviors that emerged during this study were examined in detail according to the dimensions of language, space, and time. These patterns of salient recurring behaviors were verified by presenting vignettes of specific classroom events. In addition, the vignettes were augmented by figures and tables.

The remainder of Chapter IV will present data that triangulate the findings garnered from observing Mrs. Croft's and Mrs. Hunt's classrooms. The data used to triangulate the classroom observation data consist of the results of the teacher and student interview guides and

schedules. The teacher interview data will be presented first followed by a presentation of the student interview data.

DISCUSSION OF THE TEACHER INTERVIEW DATA

The data collected through interviewing the exemplary fourth-grade teacher (Mrs. Croft) and the satisfactory fourth-grade teacher (Mrs. Hunt) will be examined in this section of Chapter IV. This discussion is organized into three areas. First, an overview of the findings is presented. Second, the specific data collected through administering the teacher interview guide are examined. When discussing these data, the interview guide responses offered by the exemplary fourth-grade teacher are examined first, followed by an examination of the satisfactory fourth-grade teacher's responses. Third, the data garnered from the teacher interview schedule are presented following the same sequence as the discussion of the teacher interview guide results.

An Overview of the Findings

The responses of the exemplary fourth-grade teacher (Mrs. Croft) and the satisfactory fourth-grade teacher (Mrs. Hunt) to the interview guide and schedule provided three findings that augmented and were consistent with the classroom observation data. First, responses to the overview statement ("Please share your beliefs concerning how reading should be

taught") revealed one basic difference between the two teachers. Mrs. Croft's response focused on the pedagogical aspect of reading instruction (methods and what content to teach), whereas Mrs. Hunt's response focused on the managerial aspect of reading instruction.

Second, Mrs. Croft and Mrs. Hunt differed with respect to their expectations for high- and low-achieving students. Mrs. Croft's interview guide and schedule responses indicated that she maintained high expectations for both high- and low-achieving students. In contrast, Mrs. Hunt's interview guide and schedule responses indicated differences in her expectations for high- and low-achieving students. Specifically, Mrs. Hunt seemed to hold moderately high expectations for high-achieving students and low expectations for low-achieving students.

Third, differences in these two teachers' expectations about how reading should be taught, and their expectations for high- and low-achieving students appeared to influence how reading instruction was provided in both classrooms. The remainder of this section presents data that support these three findings.

The Teacher Interview Guide

The teacher interview guide consists of an overview statement and five open-ended questions. The purpose of the teacher interview guide is to assist in triangulating the classroom observation data by asking Mrs.

Croft (the exemplary fourth-grade teacher) and Mrs. Hunt (the satisfactory fourth-grade teacher) to respond to questions about specific aspects of reading instruction.

Mrs. Croft and Mrs. Hunt were interviewed separately on three different occasions. During the first interview session, each teacher was asked to provide an overview statement about her beliefs regarding how reading should be taught. The second interview session focused on questions about reading instruction for high-achieving students. Finally, each teacher responded to questions regarding reading instruction for low-achieving students during the third interview session.

Mrs. Croft and Mrs. Hunt were asked to provide the following overview statement: "Please share your beliefs concerning how reading should be taught." In addition, each teacher responded to five open-ended questions which assess their expectations about how they provide reading instruction to high- and low-achieving students. These five open-ended questions are:

Question 1. How do you structure your reading lessons for your high-/low-achieving students?

Question 2. How do you determine the structure of the discussion and who will participate during the reading lessons for your high-/low-achieving students?

Question 3. What are your ultimate reading instructional goals for your high-/low-achieving

students?

Question 4. What difficulties do you experience with your high-/low-achieving students during their reading lessons?

Question 5. If you could change anything with regard to working with your high-/low-achieving students, what would it be?

Both teachers' responses to the five open-ended interview guide questions by student group are presented in Tables 11 and 12. The specific interview guide responses for each teacher are discussed next.

The Exemplary Fourth-Grade Teacher (Mrs. Croft)

Mrs. Croft's responses to the teacher interview guide yielded four characteristics of the reading instruction she provided to high- and low-achieving students. First, her goals and procedures for providing reading instruction to her high- and low-achieving students were similar. Second, Mrs. Croft's interview guide responses and her overview statement conveyed her belief that developing comprehension skills was extremely important. Third, Mrs. Croft's responses indicated that she maintained high expectations for both high- and low-achieving students. Finally, Mrs. Croft's interview guide responses expressed the point of view that it was possible for both high- and low-achieving students to attain reading proficiency.

Table 11
Teacher Interview Guide Responses for High-Achieving Students

<u>Exemplary Teacher (Mrs. Croft)</u>	<u>Satisfactory Teacher (Mrs. Hunt)</u>
1. How do you structure your reading lessons for your high-achieving students?	
Basically the same way I do with the Rings [low-achieving students] group except that I increase the amount of enrichment. The depth and breadth of questions I ask this group provides a lot of challenge.	I try to give these kids time reading beyond the basal to develop comprehension. Reading this book gives those kids a feeling of being special and unique. I try to give them creative writing experiences also.
2. How do you determine the structure of the discussion and who will participate during the reading lessons for high-achieving students?	
I really try to allow them to respond equitably in each lesson. Sometimes I try to harness their participation by using a format similar to that used by the Junior Great Books. I try to provide them with flexibility, but if you don't watch it they'll take over and "butt in" all the time because they have so much they want to share.	Well there are only five kids in this group so I can call on everyone. They compete with each other to see who will participate. It really is a pleasure to work with them. They are not disruptive or rude. All of them are nice, nice kids.
3. What are your ultimate reading instructional goals for your high-achieving students?	
I want to increase their vocabulary, and foster their love and enjoyment reading. Although they already love to read, I want to nurture this. I want them to be able to think critically and logically. Actually, I want all this for the Rings group (low-achieving students) also.	The sky is the limit for these kids. I want to take them as far as they can go. I want to broaden them so they can be creative.
4. What difficulties do you experience with your high-achieving students during their reading lessons?	
Sometimes, we come across vocabulary or concepts that I'm surprised they don't know. I'll bring up some common knowledge and they'll look at me like they've never heard it before. This is especially true with figurative language for example.	Staying ahead of them. Also, finding more for them to do.
5. If you could change anything with regard to working with your high-achieving students, what would it be?	
I'd like to do more in-depth research with them; they haven't done as much of this as I'd like them to. Also, I'd like to be able to, and plan to, concentrate more on developing advanced vocabulary.	Let me think. More time. It would be possible to have more time with these kids if I had two reading groups instead of three. If I had another person to help me work with them, I could give them more time in the library to develop reference skills.

Table 12
Teacher Interview Guide Responses for Low-Achieving Students

Exemplary Teacher (Mrs. Croft)	Satisfactory Teacher (Mrs. Hunt)
1. How do you structure your reading lessons for your low-achieving students?	
First, I have them become familiar with the new vocabulary by putting it in context. Then I get into the story by providing or allowing for motivation to occur. Purposes for reading are set next - sometimes by me and sometimes by the kids. I find that I have to direct the lesson by limiting what they read to 2-3 pages before asking comprehension questions. After that I follow through by having them answer questions either orally or in writing. I also encourage them to re-read because this improves their comprehension. Writing is an integral part here because putting their thoughts into writing makes them think at higher levels.	Well, time is my biggest factor because I never have enough time to work with them. These kids need more reinforcement. You can't introduce something and then leave it; you have to go back over it again, and again, and again. Working with these kids just takes much more time.
2. How do you determine the structure of the discussion and who will participate during the reading lessons for low-achieving students?	
I try to be sure that everyone has a chance to participate. They get to participate whether they look eager or whether they look confused. I really try to watch the facial and body language of my kids.	I try to call on everyone. I go over and reinforce what they read a lot. They don't read thoroughly. They need to be pushed, prodded, and fed. You know what, these kids don't see the intricacies and complexities the way the top kids do.
3. What are your ultimate reading instructional goals for your low-achieving students?	
To improve their reading comprehension. This will help them learn that they can enjoy reading. I guess I also want them to learn knowledge and facts through reading. By being able to read, the best they can, they can gain information.	I want them to read with accuracy so they can recall and understand what they read.
4. What difficulties do you experience with your low-achieving students during their reading lessons?	
Lack of background knowledge and very limited vocabularies. Sometimes they have a problem with motivation. These are the main difficulties I face with this group. I have to work hard with these kids to develop these three areas.	Disruptive behavior definitely! I have a very high ratio of "antsy" and immature boys in here. Most of my behavior problems are in this group. Their comprehension is not as good as it needs to be because they don't pay attention. They also are poor at following directions. You can't give directions just once. These kids constantly need to be prodded.
5. If you could change anything with regard to working with your low-achieving students, what would it be?	
I would like to see them become more willing and proficient independent readers. Being a proficient independent writer needs to be included also since this skill is so closely related to reading. Being able to read and write on your own helps you become a better and more inquisitive learner.	Probably more time. They need more time from me and I feel pressured to get to my other groups. More time would help. If I could change their attitudes so they would be more willing to learn it would help also.

Overview statement about reading instruction. Mrs. Croft provided the following overview statement regarding her beliefs about how reading should be taught.

The main thing is that kids need to read in order to develop comprehension skills. Reading is a thinking activity and an appreciation of literature needs to be developed. I believe that the teacher needs to model thinking, comprehension, and other skills being taught so the kids will understand what is being taught. Reading is done for enjoyment and to gain information. Teachers need to stress these aspects rather than focusing on disjointed skills.

In this overview statement, Mrs. Croft stated her beliefs that developing proficiency in comprehension and an appreciation of literature are crucial. She also stressed the importance of the teacher as an active and positive role model. Moreover, Mrs. Croft appeared to view reading as a holistic process in which skills are integrated rather than being taught in isolation.

Interview guide responses about high-achieving students.

Mrs. Croft's responses to the five open-ended questions on the teacher interview guide revealed five aspects of how she provided reading instruction to high-achieving students. First, the reading lessons for high- and low-achieving students were structured similarly with two exceptions -- the increased amount of enrichment provided the high-

achieving students, and the depth and breadth of questions used to challenge these students. Second, Mrs. Croft stated that she attempted to provide the high-achieving students with equitable response opportunities. Third, Mrs. Croft's reading instructional goals for high-achieving students were increasing vocabulary, promoting reading as an enjoyable activity, and developing comprehension by emphasizing critical and logical thinking. Fourth, the only difficulty Mrs. Croft reported experiencing with the high-achieving students occurred when these students lacked proficiency with vocabulary or concepts that she assumed they knew. Fifth, the aspects of the high-achieving students' reading instruction that Mrs. Croft wanted to change were to provide increased vocabulary development and greater opportunities for these students to engage in research.

Interview guide responses about low-achieving students.

Five aspects of the reading instruction that Mrs. Croft provided to low-achieving students were revealed by her responses to the teacher interview guide. First, although her reading lessons with the high- and low-achieving students were structured similarly, Mrs. Croft was very specific when outlining the sequence of instructional activities provided low-achieving students. More specifically, Mrs. Croft reported that low-achieving students' reading lessons adhered to the following format: (a) vocabulary development (in context of a sentence or a paragraph), (b) providing the students with background information about the reading selection, (c) setting purposes for reading, (d) assigning directed reading

(usually two to three pages in length), (e) asking comprehension questions, and (f) assigning reading-related writing assignments.

Second, Mrs. Croft stated that she attempted to structure discussions by providing her low-achieving students with equitable response opportunities. Third, her reading goals for these students were to improve their reading comprehension, to promote reading as an enjoyable activity, and to use reading to gain knowledge. Fourth, Mrs. Croft expressed that the difficulties she experienced when teaching the low-achieving students were expanding their experiential background and improving their vocabulary. Finally, increasing the likelihood of the low-achieving students to become willing and proficient independent readers was the aspect of reading instruction that Mrs. Croft said she wanted to change.

The Satisfactory Fourth-Grade Teacher (Mrs. Hunt)

An examination of Mrs. Hunt's responses to the teacher interview guide produced four characteristics of the reading instruction provided to high- and low-achieving students. First, Mrs. Hunt's goals and procedures for providing reading instruction to high-achieving students were different than her goals and procedures for providing reading instruction to low-achieving students. Second, Mrs. Hunt's interview guide responses indicated that phonics and word recognition skills should be developed before concentrating on comprehension. Furthermore, this

belief was expressed as being appropriate for both high- and low-achieving students. Third, Mrs. Hunt's interview guide responses suggested that her expectations for high- and low-achieving students were different. More specifically, she appeared to hold moderately high expectations for high-achieving students and low expectations for low-achieving students. Fourth, Mrs. Hunt's interview guide responses often conveyed her frustration concerning difficulties with administering the managerial aspects of reading instruction -- particularly with respect to maintaining control of the low-achieving students' behavior.

Overview statement about reading instruction. Mrs. Hunt offered the following overview statement regarding how reading should be taught:

What do you mean? Well, barring ability levels and discipline problems, the most important factor is motivation. If you don't challenge the top kids they'll turn off. If you expect too much from the low kids they'll turn off also. You need to develop phonics and word recognition skills before focusing on comprehension.

Mrs. Hunt expressed three basic beliefs in her overview statement. First, she indicated that maintaining control of student social behavior was tantamount to successful reading instruction. Second, differing expectations were necessary when teaching reading to high- and low-achieving students in order to sustain student interest and on-task behavior. Third, Mrs. Hunt believed that developing phonics and word

recognition skills precluded providing comprehension instruction.

Interview guide responses about high-achieving students. Mrs.

Hunt's interview guide responses yielded five aspects of how she provided reading instruction to high-achieving students. First, she stated that the reading instruction provided to high-achieving students should incorporate a multiplicity of experiences beyond the basal reader.

Second, she reported that her high-achieving students were given ample opportunities to respond and that they occasionally competed openly for these response opportunities. Mrs. Hunt indicated that conducting discussions with her high-achieving students was gratifying because these students were polite, "nice", and "a pleasure to work with."

Third, Mrs. Hunt's reading instructional goals reflected her performance expectations for high-achieving students. More specifically, she stated that the high-achieving students' possibilities for attaining reading success were limitless and that she should "take them [the students] as far as they can go."

Fourth, the difficulty that Mrs. Hunt reported experiencing with the high-achieving students was related to both content and management -- staying "ahead of them" (the students). Fifth, the aspect of the high-achieving students' reading instruction that Mrs. Hunt wanted to change reflected her emphasis on managing instruction. She expressed that the high-achieving students could be taught more content if increased time was allotted for reading instruction and if fewer student groups were assigned to her classroom.

Interview guide responses about low-achieving students. Mrs. Hunt's responses to the teacher interview guide yielded information about five aspects of reading instruction provided to low-achieving students. Her responses consistently referred to the obstacles that she had to surmount when teaching the low-achieving students. First, Mrs. Hunt reported that the lack of time adversely affected the amount of reading instruction her low-achieving students received.

Second, Mrs. Hunt stated that she tried to "call on everyone" because the low-achieving students need to be "pushed, prodded, and fed." Mrs. Hunt asserted that she needed to control and orchestrate how the low-achieving students responded during discussions. Third, Mrs. Hunt's reading instructional goal for her low-achieving students emphasized reading accurately to recall specific information. Fourth, the problems that Mrs. Hunt reported experiencing with the low-achieving students were overwhelmingly related to maintaining control of student social behavior. She stated that most of the behavior problems in her classroom were low-achieving and "immature" male students. Finally, the aspect of reading instruction that Mrs. Hunt said she wanted to change was to increase the amount of time allocated for teaching the low-achieving students. Furthermore, she stated that the attitudes of the low-achieving students needed to become more positive if these students were to experience improved reading achievement.

The Teacher Interview Schedule

The teacher interview schedule consists of 28 statements designed to assess teacher expectations regarding how reading instruction should be provided to high- and low-achieving students. Each question is accompanied by five possible responses ("not appropriate" - A; "barely appropriate" - B; "somewhat appropriate" - C; "mostly appropriate" - D; and "very appropriate" - E) which are arranged according to a Likert scale. In addition, the teacher interview guide is comprised of two forms -- one for high-achieving students and one for low-achieving students. The only difference between these two interview schedule forms is the initial stem statement which denotes the specific student group (high- or low- achieving students) to which the 28 items refer.

Mrs. Croft (the exemplary fourth-grade teacher) and Mrs. Hunt (the satisfactory fourth-grade teacher) responded to the two interview schedule forms. Each teacher was interviewed separately on two occasions. During the first interview session, each teacher responded to the low-achieving student form. The teachers responded to the high-achieving student form during the second interview session. Mrs. Croft's and Mrs. Hunt's responses by student group are reported in Tables 13 and 14. An analysis of these responses is provided next.

Table 13
Teacher Interview Schedule Responses for High-Achieving Students

	Mrs. Croft	Mrs. Hunt
1. Instruction should focus on comprehension skills.	E	E
2. Instruction should focus on decoding skills.	B	B
3. Instruction prior to reading should be done to assist students with decoding.	B	B
4. Students should be asked questions about the main idea of a story and the author's purpose.	E	D
5. Students seldom should be asked questions that can be answered directly from the text.	B	C
6. Students should be given time for free reading every day.	E	E
7. Purposes for reading should be set by the students.	E	D
8. Teachers should avoid involving students in choosing reading instructional activities.	D	A
9. Instruction prior to reading should be done to assist students with comprehension.	B	B
10. Instruction should focus on letters, sounds, and syllables.	B	B
11. Students should seldom work with their peers for reinforcement.	A	B
12. Instruction should focus on letters, paragraphs, and entire stories.	E	D
13. Decoding skills need not be mastered before comprehension skills are taught.	E	C
14. Students seldom should be asked questions about the facts of a story.	C	C
15. Students should be asked questions about details which support ideas in the story.	E	B
16. Students should be provided opportunities to summarize or retell what they have read.	E	E
17. Students should be given opportunities to read books which they have self-selected.	E	E
18. Teachers should not ask questions which require creative thinking.	A	A
19. Teachers should not ask questions which require student to make analysis and categorizations.	A	A
20. Students should work in highly structured materials.	C	A
21. Purposes for reading should be set by teachers.	C	C
22. Students should not be asked inferential and problem-solving questions.	A	B
23. Students should be asked questions that cannot be answered from the text alone.	E	E
24. Teachers should set goals and standards for students during their reading instruction.	E	C
25. Students should be asked factual questions.	C	A
26. Teachers should not correct students' oral reading errors before they reach the end of the sentence.	E	A
27. Students should respond to reading passages by writing sentences or paragraphs.	E	C
28. Students should be given opportunities to formulate their own questions about what they are reading.	E	D

Likert scale for degree of appropriateness:
 Not appropriate, A; Barely appropriate, B; Somewhat appropriate, C; Mostly appropriate, D;
 and Very appropriate, E.

Table 14
Teacher Interview Schedule Responses for Low-Achieving Students

	Mrs. Croft	Mrs. Hunt
1. Instruction should focus on comprehension skills.	E	E
2. Instruction should focus on decoding skills	C	E
3. Instruction prior to reading should be done to assist students with decoding.	C	E
4. Students should be asked questions about the main idea of a story and the author's purpose.	E	C
5. Students seldom should be asked questions that can be answered directly from the text.	B	B
6. Students should be given time for free reading every day.	E	D
7. Purposes for reading should be set by the students.	C	B
8. Teachers should avoid involving students in choosing reading instructional activities.	C	C
9. Instruction prior to reading should be done to assist students with comprehension.	E	C
10. Instruction should focus on letters, sounds, and syllables.	B	D
11. Students should seldom work with their peers for reinforcement.	B	C
12. Instruction should focus on letters, paragraphs, and entire stories.	E	C
13. Decoding skills need not be mastered before comprehension skills are taught.	E	C
14. Students seldom should be asked questions about the facts of a story.	C	A
15. Students should be asked questions about details which support ideas in the story.	E	C
16. Students should be provided opportunities to summarize or retell what they have read.	E	D
17. Students should be given opportunities to read books which they have self-selected.	E	E
18. Teachers should not ask questions which require creative thinking.	A	B
19. Teachers should not ask questions which require student to make analysis and categorizations.	B	C
20. Students should work in highly structured materials.	C	E
21. Purposes for reading should be set by teachers.	D	E
22. Students should not be asked inferential and problem-solving questions.	B	C
23. Students should be asked questions that cannot be answered from the text alone.	E	E
24. Teachers should set goals and standards for students during their reading instruction.	E	E
25. Students should be asked factual questions.	D	E
26. Teachers should not correct students' oral reading errors before they reach the end of the sentence.	D	A
27. Students should respond to reading passages by writing sentences or paragraphs.	E	C
28. Students should be given opportunities to formulate their own questions about what they are reading.	D	B

Likert scale for degree of appropriateness:

Not appropriate, A; Barely appropriate, B; Somewhat appropriate, C; Mostly appropriate, D; and Very appropriate, E.

The Exemplary Teacher (Mrs. Croft)

Mrs. Croft's responses to both forms of the teacher interview schedule (high- and low-achieving students) were consistent with her interview guide responses and supported the findings gleaned from observing her reading instruction. One major pattern emerged from Mrs. Croft's responses to both interview schedule forms. This pattern was that Mrs. Croft's expectations regarding what constituted appropriate reading instruction for high- and low-achieving students were similar.

A comparison of Mrs. Croft's interview schedule responses for high- and low-achieving students is presented in Table 15. Of the responses that Mrs. Croft made to the 28 items on both interview schedule forms, 16 were exactly the same (items 1, 4, 5, 6, 10, 12, 13, 14, 15, 16, 17, 18, 20, 23, 24, and 27), while 10 differed by only 1 Likert scale degree (items 2, 3, 9, 11, 19, 21, 22, 25, 26, and 28). Only 2 items differed by more than 1 Likert scale degree (items 7 and 8).

Four aspects of Mrs. Croft's expectations regarding the reading instruction provided to high- and low-achieving students were gleaned from her interview schedule responses. First, Mrs. Croft emphasized that comprehension development was important both for high- and low-achieving students (items 1, 9, 12, and 27). Second, she stated that questions about passages or stories should extend beyond recalling facts to include making inferences, determining the author's purpose, summarizing, and developing critical thinking (items 4, 5, 14, 15, 16, 18,

Table 15
The Exemplary Teacher's (Mrs. Croft's)
Interview Schedule Responses for High-and Low-Achieving Students

	High-Students	Low-Students
1. Instruction should focus on comprehension skills.	E	E
2. Instruction should focus on decoding skills	B	C
3. Instruction prior to reading should be done to assist students with decoding.	B	C
4. Students should be asked questions about the main idea of a story and the author's purpose.	E	E
5. Students seldom should be asked questions that can be answered directly from the text.	B	B
6. Students should be given time for free reading every day.	E	E
7. Purposes for reading should be set by the students.	E	C
8. Teachers should avoid involving students in choosing reading instructional activities.	A	C
9. Instruction prior to reading should be done to assist students with comprehension.	D	E
10. Instruction should focus on letters, sounds, and syllables.	B	B
11. Students should seldom work with their peers for reinforcement.	A	B
12. Instruction should focus on letters, paragraphs, and entire stories.	E	E
13. Decoding skills need not be mastered before comprehension skills are taught.	E	E
14. Students seldom should be asked questions about the facts of a story.	C	C
15. Students should be asked questions about details which support ideas in the story.	E	E
16. Students should be provided opportunities to summarize or retell what they have read.	E	E
17. Students should be given opportunities to read books which they have self-selected.	E	E
18. Teachers should not ask questions which require creative thinking.	A	A
19. Teachers should not ask questions which require student to make analysis and categorizations.	A	B
20. Students should work in highly structured materials.	C	C
21. Purposes for reading should be set by teachers.	C	D
22. Students should not be asked inferential and problem-solving questions.	A	B
23. Students should be asked questions that cannot be answered from the text alone.	E	E
24. Teachers should set goals and standards for students during their reading instruction.	E	E
25. Students should be asked factual questions.	C	D
26. Teachers should not correct students' oral reading errors before they reach the end of the sentence.	E	D
27. Students should respond to reading passages by writing sentences or paragraphs.	E	E
28. Students should be given opportunities to formulate their own questions about what they are reading.	E	D

Likert scale for degree of appropriateness:

Not appropriate, A; Barely appropriate, B; Somewhat appropriate, C; Mostly appropriate, D; and Very appropriate, E.

22, 23, and 25). Third, Mrs. Croft did not dismiss the importance of phonics instruction; however, in her opinion phonics was subordinate to comprehension development (items 2, 3, 10, and 13). Finally, although Mrs. Croft stated that the teacher was responsible for providing reading instruction (items 21 and 24), she also reported that both high- and low-achieving students should be allowed to assume a role in their learning (items 6, 11, and 28).

Disparities in Mrs. Croft's expectations regarding the appropriateness of reading instruction for high- and low-achieving students occurred in the aspect of teacher/student responsibility for learning. Mrs. Croft indicated that it was very appropriate for high-achieving students to set purposes for reading and only somewhat appropriate for low-achieving students do so (item 7). Furthermore, she responded that it was somewhat appropriate for low-achieving students to be involved in choosing reading instructional activities whereas high-achieving students should be very involved in selecting their reading activities (item 8).

The Satisfactory Fourth-Grade Teacher (Mrs. Hunt)

Mrs. Hunt's responses to both forms of the teacher interview schedule supported the data gathered from observing her reading instruction and from analyzing her responses to the interview guide. Analyzing Mrs. Hunt's responses to the teacher interview schedule revealed one major

pattern-- she believed that specific aspects of high-achieving students' reading instruction should differ from specific aspects of low-achieving students' reading instruction.

Table 16 compares Mrs. Hunt's responses to both forms (high- and low-achieving students) of the teacher interview schedule. Of the responses Mrs. Hunt made to the 28 items on both forms of the interview schedule, 6 were exactly the same (items 1, 13, 17, 23, 26, and 27), while 10 differed by only 1 Likert scale degree (items 4, 5, 6, 8, 11, 15, 16, 18, 22, and 28). Finally, 12 differed by more than 2 Likert scale degrees (items 2, 3, 7, 9, 10, 14, 19, 20, 21, 24, 25, and 28).

Mrs. Hunt's interview schedule responses revealed four aspects of her expectations regarding how reading instruction should be provided to high- and low-achieving students. Moreover, in all four aspects, Mrs. Hunt held differing expectations regarding what constituted appropriate reading instruction for high- and low-achieving students.

First, Mrs. Hunt's responses indicated that developing comprehension was a very important aspect of the high-achieving students' reading instruction. In contrast, she stated that developing comprehension for low-achieving students was only moderately appropriate (4, 9, 14, 25, 16, and 27).

Second, differences occurred in Mrs. Hunt's responses regarding the functions of questions asked to high- and low-achieving students (items 4, 5, 14, 15, 16, 18, 22, 23, and 25). More specifically, she responded that questions which emphasized making inferences, determining the

Table 16
The Satisfactory Fourth-Grade Teacher's (Mrs. Hunt)
Interview Schedule Responses for High-and Low-Achieving Students

	High - Students	Low - Students
1. Instruction should focus on comprehension skills.	E	E
2. Instruction should focus on decoding skills	B	E
3. Instruction prior to reading should be done to assist students with decoding.	B	E
4. Students should be asked questions about the main idea of a story and the author's purpose.	D	C
5. Students seldom should be asked questions that can be answered directly from the text.	C	B
6. Students should be given time for free reading every day.	E	D
7. Purposes for reading should be set by the students.	D	B
8. Teachers should avoid involving students in choosing reading instructional activities.	B	C
9. Instruction prior to reading should be done to assist students with comprehension.	A	C
10. Instruction should focus on letters, sounds, and syllables.	B	D
11. Students should seldom work with their peers for reinforcement.	B	C
12. Instruction should focus on letters, paragraphs, and entire stories.	D	C
13. Decoding skills need not be mastered before comprehension skills are taught.	C	C
14. Students seldom should be asked questions about the facts of a story.	C	A
15. Students should be asked questions about details which support ideas in the story.	B	C
16. Students should be provided opportunities to summarize or retell what they have read.	E	D
17. Students should be given opportunities to read books which they have self-selected.	E	E
18. Teachers should not ask questions which require creative thinking.	A	B
19. Teachers should not ask questions which require student to make analysis and categorizations.	A	C
20. Students should work in highly structured materials.	A	E
21. Purposes for reading should be set by teachers.	C	E
22. Students should not be asked inferential and problem-solving questions.	B	C
23. Students should be asked questions that cannot be answered from the text alone.	E	E
24. Teachers should set goals and standards for students during their reading instruction.	C	E
25. Students should be asked factual questions.	A	E
26. Teachers should not correct students' oral reading errors before they reach the end of the sentence.	A	A
27. Students should respond to reading passages by writing sentences or paragraphs.	C	C
28. Students should be given opportunities to formulate their own questions about what they are reading.	D	B

Likert scale for degree of appropriateness:

Not appropriate, A; Barely appropriate, B; Somewhat appropriate, C; Mostly appropriate, D; and Very appropriate, E.

author's purpose, summarizing, and thinking critically were more appropriate for high-achieving students than for low-achieving students. Furthermore, Mrs. Hunt stated that factual recall questions were only moderately appropriate for high-achieving students but were very appropriate for low-achieving students.

Third, Mrs. Hunt stated that providing phonics instruction was more appropriate for low-achieving students than for high-achieving students (items 2, 3, and 10). Mrs. Hunt also responded that it was somewhat important for both high- and low-achieving students to master decoding skills before receiving comprehension instruction (item 13).

Finally, Mrs. Hunt indicated that high-achieving students should be afforded greater opportunities to assume decision-making roles in their reading instruction than low-achieving students (items 6, 7, 8, 11, and, 28). She also stated that teachers should maintain a more directive posture with low-achieving students than with high-achieving students (items 21 and 24).

DISCUSSION OF THE STUDENT INTERVIEW DATA

The data garnered through interviewing a sample of Mrs. Croft's (the exemplary fourth-grade teacher) and Mrs. Hunt's (the satisfactory fourth-grade teacher) high- and low-achieving students will be examined in this section of Chapter IV. The discussion of these collective student interview data is organized into three areas. First, an overview of the student

interview guide and schedule findings is presented. Second, the student interview guide data are examined. As these interview guide data are discussed, the responses offered by Mrs. Croft's students are examined first, followed by an examination of Mrs. Hunt's students' responses. Third, the student interview schedule data are presented following the same sequence as the discussion of the student interview guide results.

An Overview of the Findings

The student interview guide and the student interview schedule were administered to a sample of Mrs. Croft's (the exemplary fourth-grade teacher) and Mrs. Hunt's (the satisfactory fourth-grade teacher) students (three high-achieving students and three low-achieving students per teacher). The high- and low-achieving students' responses to the student interview guide and schedule yielded two findings that agreed with the classroom observation data. In addition, these two findings supported results garnered from the teacher interview data. First, Mrs. Croft's students stated that she focused on the pedagogical aspects of reading instruction (methods and content). In contrast, Mrs. Hunt's students reported that she focused on the managerial aspects of reading instruction.

Second, Mrs. Croft's and Mrs. Hunt's students' responses suggested differences between these two teachers regarding their expectations for high- and low-achieving students. More specifically, Mrs. Croft's high-

and low-achieving students stated that she maintained high expectations for everyone. In contrast, Mrs. Hunt's high- and low-achieving students reported that her expectations were moderately high to low. Specifically, Mrs. Hunt's high-achieving students indicated that her expectations were moderately high. The low-achieving students indicated, however, that her expectations were low. The remainder of this section of Chapter IV presents specific data that illuminate these two findings.

The Student Interview Guide

The student interview guide consists of six questions designed to assess student attitudes about reading instruction. These six question are:

Question 1. What do you like best about reading class?

Question 2. What do you like least about reading class?

Question 3. What do you like best when you are having a reading lesson with your teacher?

Question 4. What do you like least when you are having a reading lesson with your teacher?

Question 5. What work is the most difficult for you to do in reading class?

Question 6. What work is the easiest for you to do in reading class?

Student interview guide responses for both teachers' three high-achieving students and three low-achieving students are displayed in Tables 17 and 18. Table 17 compares Mrs. Croft's (the exemplary fourth-grade teacher) and Mrs. Hunt's (the satisfactory fourth-grade teacher) high-achieving students' responses, and Table 18 compares their low-achieving students' responses. A discussion of each teacher's high- and low-achieving students' interview guide responses is provided next.

The Exemplary Fourth-Grade Teacher (Mrs. Croft)

Mrs. Croft's high- and low-achieving students' interview guide responses were replete with references to the content that was being emphasized during reading instruction. Four specific content emphases were repeatedly mentioned -- developing comprehension, practicing study skills, reading materials independently, and responding to reading through writing. In addition, all of the interviewed high- and low-achieving students stated that their reading lessons and assignments were rigorous.

Mrs Croft's high-achieving students' interview guide responses (Kristin, Mary, and Sherman). Mrs. Croft's high-achieving students stated that they enjoyed reading self-selected books and basal reader stories because they were interesting. These students,

Table 17
Student Interview Guide Responses, High-Achieving Students

Exemplary Teacher (Mrs. Croft) (N = 3 - Kristin, Mary, Sherman)	Satisfactory Teacher (Mrs. Hunt) (N = 3 - David, Ellen, Susan)
1. What do you like best about reading class?	
I like reading the stories because they are interesting. I love reading books. (Kristin, Sherman)	I like reading and talking about the stories. (David, Ellen, Susan)
2. What do you like least about reading class?	
I don't like work that's not exciting like taking magazine (unit) tests. (Kristin, Mary, Sherman)	I don't like the boring skill work like vowels and prefixes. (David, Susan)
3. What do you like best when you are having a reading lesson with your teacher?	
I like when she shares ideas or skills with us because her explanations are clear. Kristin, Sherman)	Talking about and checking the work we do. (David, Ellen, Susan)
4. What do you like the least when you are having a reading lesson with your teacher?	
When she talks "above my head" or gives really hard assignments. But, if we look at her funny she knows we don't understand so she'll help us by explaining again. (Kristin, Mary)	My least favorite thing is checking our work because I'd rather be reading. Also, I don't like boring stories we read sometimes. (David, Ellen, Susan)
5. What work is the most difficult for you to do in reading class?	
What's hard is when we have to answer hard compre- hension questions in writing. This takes time and some- times I don't get finished in time to do my independent reading. (Sherman)	Maybe answering some of the discussion questions. But, really, all of our work is pretty easy so nothing is hard for me. (David, Ellen, Susan)
6. What work is the easiest for you to do in reading class?	
Reading independently because that's the most fun and she gives us time to do this. (Kristin, Mary, Sherman)	Things like alphabetical order. Our workbook pages, and answering questions when you can go right back in the book to find the right answer. This is easy stuff to do. (David, Ellen)

Table 18
Student Interview Guide Responses, Low-Achieving Students

Exemplary Teacher (Mrs. Croft) (N = 3 - Angela, John, Mike)	Satisfactory Teacher (Mrs. Hunt) (N = 3 - Audrey, Eugene, Tom)
1. What do you like best about reading class?	
I like reading stories and magazines, and writing answers in sentences to questions about stories we have read. (Angela, John, Mike)	I like it when we get to read but some of our stories are boring and dumb. (Audrey, Eugene, Tom)
2. What do you like least about reading class?	
I like all of it except if I can't get to read a story that I really want to. Sometimes other people have checked out those books and are reading them. (Angela, John, Mike)	I don't like filling in answers to workbooks or writing the workbook questions. I also don't like doing dittoes. (Audrey, Eugene, Tom)
3. What do you like best when you are having a reading lesson with your teacher?	
I like it when we read good stories and get to talk about them in our group. Sharing our answers is fun. (Angela, Mike)	I don't know. (Eugene) Maybe when she talks about the stories we have read in our book and gives us clues so we can answer her questions. (Audrey, Tom)
4. What do you like the least when you are having a reading lesson with your teacher?	
I don't know, I like it all. (Mike) Maybe, if I read a story where the words are too hard. (Angela, John)	Doing work out of the workbook. Also, I don't like it when we talk about a story we have just read and I have to answer a lot of her questions because I got the first one wrong. (Audrey, Eugene, Tom)
5. What work is the most difficult for you to do in reading class?	
Some workbook pages or the Random House Comprehension work because our teacher gives us hard work to do. (John, Mike)	I don't know, everything I guess. (Eugene) Maybe antonyms. Also, SRA kits because you have to read all 20 stories in each color and you have to write the answers to all 33 questions for each story. (Audrey, Tom)
6. What work is the easiest for you to do in reading class?	
I read all of my directions carefully so worksheets and workbook where I understand what to do are the easiest. (Angela, John) Reading in our reading book or reading books we choose is the most fun so I guess that's easy too. (Mike)	I don't know, everything I guess. (Audrey, Eugene, Tom)

however, did not like work that was "not exciting" (such as taking magazine [reading end-of-unit] tests). Mrs. Croft's examinations of topics and skills contributed to her high-achieving students' enjoyment of reading lessons. Her high-achieving students enjoyed reading lessons least when explanations were beyond their comprehension or when assignments were too difficult. When Mrs. Croft's high-achieving students made her aware that they were experiencing difficulty, however, she assisted them by restating her explanations or assignments more clearly.

The most difficult aspect of reading for Mrs. Croft's high-achieving students was to respond to reading through writing. Her high-achieving students stated that responding to reading through writing was arduous and took time away from their independent reading. Mrs. Croft's high-achieving students also stated that reading basal text passages and self-selected books independently was the easiest and most enjoyable aspect of their reading instruction.

Mrs. Croft's low-achieving students' interview guide responses (Angela, John, and Mike). The aspects of reading instruction that Mrs. Croft's low-achieving students stated they liked best were reading stories and magazines, and responding to reading through writing. Their least enjoyable aspect of reading instruction was wanting to read an interesting book and experiencing frustration because no copies were available. These students also enjoyed reading and discussing interesting stories with Mrs. Croft and their peers during small-group instruction. Mrs.

Croft's low-achieving students stated that their least favorite small-group instructional activity was reading stories in which the words were too difficult.

Finally, Mrs. Croft's low-achieving students indicated that most of their assignments were rigorous but that specific comprehension workbook exercises were especially difficult. Two aspects of reading instruction emerged as the easiest for Mrs. Croft's low-achieving students. First, the students reported that worksheets and workbook pages were easy when directions were read carefully. Second, reading from both the basal reader and self-selected books was considered to be easy and enjoyable.

The Satisfactory Fourth-Grade Teacher (Mrs. Hunt)

Mrs. Hunt's high- and low-achieving students' interview guide responses regarding reading instruction were organized into four categories. First, many of the high- and low-achieving students' responses pertained to procedures for completing and checking assignments. Second, students in both groups mentioned specific reading skills in a disjointed manner. For example, skills such as alphabetizing and reading to locate supporting details were mentioned simultaneously. The students did not discuss their perceptions of how these skills were important or how they related to each other. Consequently, this researcher believed that the students did not discern a coordinated

emphasis or sequence to Mrs. Hunt's reading instruction. Third, both the high- and low-achieving students' responses conveyed elements of negative attitudes toward reading. Comments such as, "boring" and, "I have to answer a lot of questions because I got the first one wrong" were used often as the students described their least favorite aspects of reading instruction. Fourth, all of Mrs. Hunt's students who were interviewed described their work as "easy." In conclusion, Mrs. Hunt's high- and low-achieving students' interview guide responses were less positive and less content-specific than Mrs. Croft's students' responses.

Mrs. Hunt's high-achieving students' interview guide responses

(David, Ellen, and Susan). Mrs. Hunt's high-achieving students stated that their favorite activity in reading class was reading basal reader stories and discussing them. These students unanimously agreed that their least favorite reading class activity was practicing "boring" skill work -- specifically prefixes and vowels. Discussing and checking assignments were the activities the high-achieving students enjoyed most when they worked with Mrs. Hunt. Checking assignments, however, also was listed as one of two least favorite activities because the high-achieving students complained that it detracted from independent reading time. The other least favorite teacher-directed activity was reading dull and uninteresting stories. All three interviewed high-achieving students described their classwork as "easy." Moreover, these students stated that their easiest reading tasks were reference and study-skill oriented assignments (such as alphabetizing and rereading

passages to locate details).

Mrs. Hunt's low-achieving students' interview guide responses

(Audrey, Eugene, and Tom). Reading stories was the favorite reading activity of Mrs. Hunt's low-achieving students. Their least favorite reading activities were filling in answers to workbook pages, writing the workbook questions (in addition to the answers), and completing dittoes. The low-achieving students enjoyed their reading lessons with Mrs. Hunt the most when she discussed the stories they read and gave clues so questions could be answered. Two of the low-achieving students' least favorite reading instructional activities conducted by Mrs. Hunt were completing workbook pages and having to answer a series of follow-up questions resulting from an incorrect response to an initial teacher-directed question. The low-achieving students' responses regarding their perceptions of their most difficult and easy reading tasks were nebulous at first. Initially, all three students replied "I don't know" to both questions. Eventually, the low-achieving students stated that tasks such as "antonyms" and working from reading kits were especially difficult. Mrs. Hunt's three low-achieving students, however, also then stated that all of their reading work was easy.

The Student Interview Schedule

The student interview schedule is comprised of nine questions designed to assess students' perceptions about: (a) what reading is, (b) why reading

is taught, (c) how teachers assess students' comprehension of what has been read, (d) how teachers allow students to participate during reading instruction, and (e) what constitutes a good/poor reader. These nine questions are:

Question 1. What is reading?

Question 2. Why do you do reading lessons in school?

Question 3. How does your teacher find out what you know about what you have read?

Question 4. In what ways are you allowed to ask and answer questions?

Question 5. Who do you think is the best reader in your group? Why?

Question 6. Who has the most trouble reading in your group?

Question 7. Who do you think is the best reader in your class? Why?

Question 8. Who has the most trouble reading in your class? Why?

Question 9. Imagine a new boy/girl in your class can't read. What would you tell him/her that he/she needs to do to learn to read?

Representative interview schedule responses for both teachers' three high-achieving students and three low-achieving students are displayed

in Tables 19 and 20. Table 19 compares the high-achieving students' responses, and Table 20 compares the low-achieving students' responses. The next section discusses both teachers' high- and low-achieving students' interview schedule responses.

The Exemplary Fourth-Grade Teacher (Mrs. Croft)

Mrs. Croft's high- and low-achieving students' definitions of reading were similar and consisted of two parts. First, her students stated that reading was a tool which enabled them to learn about other school subjects. Second, the students unanimously reported that reading was enjoyable. The theme of reading as a learning tool permeated the high- and low-achieving students' responses regarding why reading is taught. Mrs. Croft's students stated that she used various techniques to assess comprehension and to provide response opportunities.

The high- and low-achieving students' perceptions regarding characteristics of good readers were similar. Both student groups described good readers as students who: (a) read carefully so they could comprehend material, (b) thought about what they read before responding to questions, (c) gave sensible answers, and (d) made a passage sound exciting when they read orally. Likewise, similarities occurred in the high- and low-achieving students' perceptions of poor readers' characteristics. Poor readers were described as students who: (a) read too rapidly (carelessly) or too slowly (because the words were too hard), (b)

Table 19
Student Interview Schedule Responses, High-Achieving Students p.1.

Exemplary Teacher (Mrs. Croft) (N = 3 - Kristin, Mary, Sherman)	Satisfactory Teacher (Mrs. Hunt) (N = 3 - David, Ellen, Susan)
1. What is reading?	
It's something that teaches you how to understand what you have read and to learn more. (Mary, Sherman) It's fun and I enjoy it! (Kristin)	Sometimes it's serious, sometimes it's fun. (David, Susan) It's like literature or being able to read signs to people. (Ellen)
2. Why do you do reading lessons in school?	
So you can read right and so you can learn other information throughout life. (Kristin, Mary, Sherman)	It helps you sharpen your skills so you can help your younger brother/sister learn to read. (David, Ellen, Susan)
3. How does your teacher find out what you know about what you have read?	
We answer questions orally or in writing. Sometimes we write our own questions about what we have read. (Kristin, Mary, Sherman)	We talk or write about what we have read and we take tests. (David, Ellen, Susan)
4. In what ways are you allowed to ask/answer questions?	
She calls on us even if we don't raise our hands. We can talk without raising hands if we take turns. Sometimes we have to raise our hands. (Kristin, Mary, Sherman)	Usually, we have to raise our hands and take turns or she goes around the group asking questions. (David, Ellen, Susan)
5. Who do you think is the best reader in your group? Why?	
That's hard because everyone in our group is really a good reader. (Kristin, Mary) Maybe --- because he seems to know what he is talking about. (Sherman)	--- because she doesn't rush through her reading. - (David) because she never gets stuck trying to answer questions. (Ellen, Susan)
6. Who has the most trouble reading in your group? Why?	
All of us read pretty well. (Kristin, Sherman) Perhaps --- because she reads slowly and sometimes has trouble with some of the words. (Mary)	--- because she answers wrong and she always reads ahead. she thinks of weird, weird answers that don't go along with the story. (David, Ellen, Susan)
7. Who do you think is the best reader in your class? Why?	
I can't make up my mind, but I do know it's someone in our group. We always read pretty carefully. (Mary, Sherman)	--- because her answers are always right and she never gets stuck. The teacher calls on her a lot. (David, Ellen, Susan)
8. Who has the most trouble reading in your class? Why?	
People like --- because they have a hard time reading some words and understanding what they read. (Kristin, Mary, Sherman)	--- because he fools around a lot and the teacher has to help him with the words he doesn't know. (David, Ellen, Susan)

Table 19 (continued)
Student Interview Schedule Responses, High-Achieving Students p. 2.

Exemplary Teacher (Mrs. Croft) (N = 3 - Kristin, Mary, Sherman)	Satisfactory Teacher (Mrs. Hunt) (N = 3 - David, Ellen, Susan)
9. Imagine a new boy/girl in your class can't read. What would you tell him/her that he/she needs to do to learn to read?	
Learn how to pronounce words because this will help you read so you can understand what you are reading. Also, just keep reading a lot.	Get an easy reading book, learn how to spell and look words up in a dictionary. (David, Ellen, Susan)

Table 20
Student Interview Schedule Responses, Low-Achieving Students p. 1.

Exemplary Teacher (Mrs. Croft) (N = 3 - Angela, John, Mike)	Satisfactory Teacher (Mrs. Hunt) (N = 3 - Audrey, Eugene, Tom)
1. What is reading?	
It's a skill that helps you learn other things. (Angela, John) It's fun and I enjoy it. (Mike)	It's learning about how to sound out words and doing work out of reading kits. (Audrey, Eugene, Tom)
2. Why do you do reading lessons in school?	
So you can read well and then be able to learn all kinds of information about other things. (Angela, John, Mike)	To learn how to read so you can be a better reader. (Audrey, Eugene, Tom)
3. How does your teacher find out what you know about what you have read?	
She watches and listens to us read. (Angela) She asks us questions. (John) She gives us reading tests. (Mike)	She has us answer questions out of the workbook and then we check our work a day later. (Audrey, Eugene, Tom)
4. In what ways are you allowed to ask/answer questions?	
She'll call on you even if you don't raise your hand. We can give her our opinions about what we have read. You can ask her things you don't understand and she'll help you. (Angela, John, Mike)	We raise our hands and then answer "yes" or "no." (Audrey, Eugene, Tom)
5. Who do you think is the best reader in your group? Why?	
--- because he reads carefully, he answers his questions carefully, and when he reads out loud he makes it sound exciting. (John, Mike)	--- because he sounds out his words carefully. He always has his workbook work done. (Eugene, Tom)
6. Who has the most trouble reading in your group? Why?	
--- she reads too fast and makes too many mistakes with her words. She doesn't take her time to read carefully. (Angela, John, Mike)	--- because she goofs off and never does her work. She never pays attention and she looks around a lot. (Audrey, Eugene, Tom)
7. Who do you think is the best reader in your class? Why?	
--- she reads all the time, her answers are almost always right, and she reads out loud with expression. (Angela, Mike)	--- because he doesn't get in trouble. He sits quietly and gets his work done. (Audrey, Eugene, Tom)
8. Who has the most trouble reading in your class? Why?	
--- because he has trouble reading the words and the teacher needs to help him a lot. (Angela, John, Mike)	--- like I said before, she goofs off, doesn't pay attention, and gets in trouble with the teacher. (Eugene, Tom)

Table 20 (continued)

Student Interview Schedule Responses, Low-Achieving Students p. 2.

Exemplary Teacher (Mrs. Croft) (N = 3 - Angela, John, Mike)	Satisfactory Teacher (Mrs. Hunt) (N = 3 - Audrey, Eugene, Tom)
9. Imagine a new boy/girl in your class can't read. What would you tell him/her that he/she needs to do to learn to read?	
You gotta get a book and read. If you have a question, ask the teacher or a friend. (Angela) Read easy books first. Also, be sure to study new words so you know them. (John, Mike)	Listen in class. Sound out words you don't know. (Audrey, Eugene, Tom)

experienced difficulty pronouncing or understatnding the meaning of some words, and (c) did not take the time to read material carefully. Finally, the high- and low-achieving students offered instructionally-related strategies when asked how to assist nonreaders. All of the students stated that the most important element in assisting nonreaders was to encourage them to practice reading by reading "easy" material.

Mrs. Croft's high-achieving students' interview schedule responses (Kristin, Mary, and Sherman). Mrs. Croft's high-achieving students defined reading as: (a) comprehending what has been read, (b) a tool for learning other school subjects, and (c) an enjoyable activity. The importance of reading to learning other subjects was seen as the reason for teaching reading.

The high-achieving students reported that Mrs. Croft used three techniques to assess comprehension. First, she asked students to respond orally to her questions. Second, students provided written responses to questions. Third, students wrote their own questions about what they read and then shared them with their peers. Mrs. Croft's high-achieving students also identified three ways that she used to provide opportunities for student participation during reading instruction. These three ways were: (a) recognizing students who raised their hands, (b) asking students to respond whose hands were not raised, and (c) allowing students to take turns responding without raising their hands.

Mrs. Croft's high-achieving students stated that everyone in their group was a good reader and that the best readers in the class were in

their group. These students described good readers as students who knew what they were "talking about" because they read material carefully. Poor readers were described as students who experienced difficulty with vocabulary and comprehension. Emphasizing vocabulary development and comprehension were the two strategies mentioned by the high-achieving students to assist nonreaders. Moreover, two of the high-achieving students (Mary and Sherman) advised nonreaders to "just keep reading a lot."

Mrs. Croft's low-achieving students' interview schedule responses (Angela, John, and Mike). Similar to the high-achieving students, the low-achieving students defined reading as a tool for learning other school subjects and as an enjoyable activity. The theme of reading as a learning tool also was prevalent in the low-achieving students' responses regarding why reading is taught.

Like the high-achieving students, Mrs. Croft's low-achieving students stated that she used three techniques to assess comprehension. These three techniques were watching and listening to the students read, asking questions (to which the students responded orally or in writing), and administering reading series magazine (end-of-unit) tests. In addition, the low-achieving students said that Mrs. Croft was willing to listen to their opinions about what they had read, and that she provided assistance to students who didn't understand what they had read.

The low-achieving students stated that good readers read material carefully, read orally with expression, and think about what they read

before answering questions. Poor readers were described as students who read carelessly and rapidly, and who experience difficulty with vocabulary. Finally, Mrs. Croft's low-achieving students cited the following three strategies for assisting nonreaders: (a) read numerous "easy books" first, (b) study unfamiliar vocabulary words ("so you know them"), and (c) seek assistance, when needed, from teachers or other students.

The Satisfactory Fourth-Grade Teacher (Mrs. Hunt)

Mrs. Hunt's high-achieving students' definitions of reading differed from her low-achieving students' definitions of reading. The high-achieving students defined reading as both a serious and fun activity, and stated that reading served a functional utility (reading signs). Reading was defined by the low-achieving students, however, as performing a series of skills. In contrast to Mrs. Croft's students, Mrs. Hunt's students did not mention that reading involved comprehension or enhanced the learning of other information.

When discussing why reading is taught, Mrs. Hunt's high- and low-achieving students stated that learning how to read helped them to become better readers. In addition, the high-achieving students said that reading lessons in school enabled them to help their younger siblings learn to read. Fewer techniques for assessing comprehension and for providing response opportunities were reported by Mrs. Hunt's students

than Mrs. Croft's students. Furthermore, disparities occurred between Mrs. Hunt's high- and low-achieving students regarding how she assessed comprehension and provided response opportunities.

Conversely, Mrs. Croft's high-achieving students' responses regarding comprehension assessment and response opportunities were similar to her low-achieving students' responses in those areas.

Mrs. Hunt's high- and low-achieving students' descriptions of good readers were similar. Good readers were characterized as students who: (a) read carefully, (b) are called on frequently by the teacher to answer questions because they "never get stuck," and (c) always complete their seatwork. Similarities also occurred in Mrs. Hunt's high- and low-achieving students' descriptions of poor readers. Poor readers were described as students who: (a) give incorrect or inappropriate responses to questions, (b) exhibit inattentive, off-task, or inappropriate social behaviors, and (c) get in trouble with the teacher.

Similar to Mrs. Croft's students, Mrs. Hunt's students offered strategies when asked how to assist nonreaders. Mrs. Hunt's high-achieving students, however, offered more instructionally-related responses than did her low-achieving students. Moreover, the low-achieving students' responses focused on exhibiting appropriate social behavior as a strategy to learn how to read.

Mrs. Hunt's high-achieving students' interview schedule responses
(David, Ellen, and Susan). Mrs. Hunt's high-achieving students defined reading as a serious yet fun activity. They equated reading with

literature; moreover, they stressed reading's functional aspects (such as "reading signs to people"). When discussing why reading is taught, these students stated that learning how to read enabled them to teach reading to their younger siblings.

The high-achieving students reported that Mrs. Hunt used three techniques to assess comprehension. First, Mrs. Hunt asked her high-achieving students to respond orally to questions about the stories they read. Second, the high-achieving students responded in writing to questions about stories they read. Third, Mrs. Hunt administered the reading series competency tests to assess comprehension. Mrs. Hunt's high-achieving students also identified two ways she used to provide opportunities for student participation during reading instruction. These two ways were recognizing students who raised their hands and calling on students to respond whose hands were not raised. When calling on students whose hands were not raised, Mrs. Hunt usually began calling on students at one end of the group and continued in sequence throughout the remainder of the group.

The high-achieving students described good readers as students who read carefully and who are selected frequently by the teacher to respond because their answers usually are correct. Poor readers were characterized as students who "fool around" and give wrong or "weird" answers, and who read carelessly. Reading "easy" books, learning how to spell, and using a dictionary to look up words were the three strategies offered by Mrs. Hunt's high-achieving students to assist nonreaders.

Mrs. Hunt's low-achieving students' interview schedule responses

(Audrey, Eugene, and Tom). Mrs. Hunt's low-achieving students defined reading as learning how to "sound out words" and completing work from reading skills kits. In contrast to Mrs. Croft's low-achieving students, Mrs. Hunt's low-achieving students did not describe reading as enjoyable or as an activity that could assist them in learning other school subjects. Mrs. Hunt's low-achieving students responded that reading is taught to make students better readers.

The low-achieving students stated that Mrs. Hunt assessed comprehension by assigning workbook pages and then checking them with the students at another time (usually the next day). Likewise, the low-achieving students reported that Mrs. Hunt used one method to provide response opportunities. This method consisted of Mrs. Hunt asking questions and selecting students to respond whose hand were raised, and the students responding "yes" or "no" to the questions.

The low-achieving students described good readers as students who: (a) use decoding skills accurately, (b) complete seatwork regularly and, (c) stay out of trouble. Poor readers were described as students who don't pay attention, "goof off" and get in trouble, and rarely complete assignments. Finally, Mrs. Hunt's low-achieving students offered two strategies for assisting nonreaders -- listening attentively in class, and decoding unknown words.

SUMMARY OF THE PROCEDURES

The findings presented in Chapter IV were organized around this ethnographic study's three research questions. The first research question dealt with the manner in which an exemplary fourth-grade teacher (Mrs. Croft) and a satisfactory fourth-grade teacher (Mrs. Hunt) conducted reading instruction with high- and low-achieving students. Eight classroom observations were conducted with each teacher during reading instruction (four with high-achieving students and four with low-achieving students). Subsequently, these classroom observations were transcribed into written narrative protocols and subjected to qualitative analysis procedures.

The second research question examined the expectations of an exemplary fourth-grade teacher and a satisfactory fourth-grade teacher regarding how reading instruction should be provided to high- and low-achieving students. Results from the student and teacher interview guides and schedules were two sources of data that addressed the second research question. Finally, the third research question investigated the effects of an exemplary fourth-grade teacher's expectations and a satisfactory fourth-grade teacher's expectations on the reading instruction each teacher provided to high- and low-achieving students. The following two sources of data addressed the third research question: (a) the classroom observations conducted of both teachers as they provided reading instruction to high- and low-achieving students, and (b) the

results of the student and teacher interview guides and schedules.

Chapter V will provide a discussion of this study's findings. The discussion will include implications for theory, suggestions for further research, and implications for practice as they specifically relate to the two classrooms in which this ethnographic study was conducted.

CHAPTER V

SUMMARY, CONCLUSIONS, DISCUSSION, AND IMPLICATIONS

This chapter will begin with a summary of the study which includes descriptions of the subjects, research design, instruments, procedure, data analysis, and findings. Second, conclusions will be drawn from this study's findings. Third, discussion will follow, and finally the chapter closes with implications for further research and practice.

Summary of the Study

The purpose of this research was to conduct an ethnographic study of the effects of teachers' expectations about students' achievement on the reading instruction provided to high- and low-achieving students. More specifically, the effects of an exemplary fourth-grade teacher's expectations and a satisfactory fourth-grade teacher's expectations were examined with respect to the reading instruction each teacher provided to high- and low-achieving students. This study's findings were based upon analyses of classroom observations that were conducted with each teacher, and the results of the student and teacher interview guides and schedules.

Five related areas of research provided the theoretical framework for this study. First, the findings of numerous studies have indicated that teachers' expectations affect student achievement (Candler, Johnson, &

Green 1983; Garwood, 1976; Lerner, Lerner, & Zabski 1985; Tom, Cooper, & McGraw, 1984). Second, considerable research has been conducted which suggests that a relationship exists among teachers' expectations, differential treatment, and student achievement (Brookover, Beady, Wood, Schweitzer, & Wisenbaker, 1979; Cooper, Findley, & Good, 1982; Good & Weinstein, 1985; Kerman, 1980). Third, the findings of some studies have suggested that the manifestation of teachers' expectations through differential treatment affects the reading instruction provided to high- and low-achieving students (Bruckerhoff 1977; Gambrell, Wilson, & Gantt 1981; Paladry 1969). Fourth, the findings of some studies have indicated that teacher's expectations (regarding what constitutes appropriate reading instruction for high- and low-achieving students) influence the reading instruction that is provided to specific groups of students (Arricale, 1983; Cazden, 1985; Durkin, 1983). Finally, high expectations for the academic success of both high- and low-achieving students have been identified as a salient characteristic of exemplary reading teachers (Gage, 1983; Kyriancou & Nelson, 1982; Rosenshine, 1983).

The following research questions were addressed in this study.

1. How do an exemplary fourth-grade teacher and a satisfactory fourth-grade teacher conduct reading instruction with high- and low-achieving students?
2. What are the expectations of an exemplary fourth-grade teacher and a satisfactory fourth-grade teacher

regarding how reading should be taught to high- and low-achieving students?

3. Do the expectations of an exemplary fourth-grade teacher and a satisfactory fourth-grade teacher affect the reading instruction provided to high- and low-achieving students?

Subjects

The subjects in this study were two fourth-grade teachers who taught in a public school system in a Mid-Atlantic state. One subject was designated as an exemplary fourth-grade teacher and the other subject was designated as a satisfactory fourth-grade teacher based upon this researcher's observations using the Maryland Classroom Observation Instrument and the principals' observations using the school system's observation forms. The exemplary fourth-grade teacher and the satisfactory fourth-grade teacher taught in separate schools. Both teachers were female, attained similar college degree status, had accrued approximately the same years of teaching experience, taught reading groups that were similar in levels of academic achievement, and used the same reading series for their respective high- and low-achieving students (see Table 2). These two teachers differed in their ratings as being either exemplary or satisfactory. Both schools in which these two teachers taught received Chapter I (compensatory education) services, were similar in terms of student enrollment size, contained almost the same number of students in their fourth-grade classrooms, and were similar

with respect to the high- and low-achieving students' academic achievement profiles.

Research Design

An ethnographic research design was selected as the method of investigation for this study. Accordingly, three specific techniques were employed to amass this study's data. These three techniques were artifact/document analyses, site-specific (classroom) observations, and triangulating the observation data. Artifact/document analyses were conducted to provide background information about the high- and low-achieving students' academic achievement (see Tables 3, 4, 5, and 6). Site-specific (classroom) observations were used to gather data regarding how the exemplary fourth-grade teacher and the satisfactory fourth-grade teacher provided reading instruction to high- and low-achieving students. Finally, findings gleaned from the classroom observation data were supported by triangulating those data. Triangulating this study's classroom observation data was accomplished by analyzing the results obtained from the student and teacher interview guides and schedules (see Tables 11, 12, 13, 14, 15, 16, 17, 18, 19, and 20).

Instruments

Four instruments were employed to triangulate the classroom observation data gathered during this study. Designed by this researcher, these four instruments were: (a) the student interview guide, (b) the

student interview schedule, (c) the teacher interview guide, and (d) the teacher interview schedule. A brief description of each of these four triangulation instruments will be provided next.

Student Interview Guide. This instrument (see Appendix G) consists of five open-ended questions. These questions are designed to guide an informal interview of high- and low-achieving students regarding their attitudes toward reading instruction.

Student Interview Schedule. The student interview schedule (see Appendix H) consists of nine open-ended questions which assess high- and low-achieving students' perceptions of how reading instruction is conducted in their respective classrooms. This formal interview was formulated to garner data that would supplement and expand the responses gathered from the student interview guide. Although partially designed by this researcher, questions six through nine were adapted from questions used in an ethnographic study which examined second-grade students' perceptions of reading instruction (Borko & Eisenhart, 1986).

Teacher Interview Guide. The teacher interview guide was designed to elicit teachers' expectations about and descriptions of the manner in which they conducted reading instruction with the high- and low-achieving students in their respective classrooms. This instrument consists of two sets of five open-ended questions. One set of questions pertains to the reading instruction provided to high-achieving students (see Appendix I) while the other set of questions pertains to the reading

instruction provided to low-achieving students (see Appendix J).

Teacher Interview Schedule. The teacher interview schedule is comprised of 2 sets of 28 forced-choice questions which assess teachers' expectations regarding appropriate reading instruction for high- and low-achieving students (see Appendices K and L). The purpose of this formal interview is to augment and illuminate the responses assessed through administering the teacher interview guide.

The teacher interview schedule provides both quantitative and qualitative data. First, each item requires a response to each item on a five-point Likert scale. These responses assess the degree of appropriateness of each statement for high- and low-achieving students ranging from "not appropriate" to "very appropriate." Second, qualitative data are gleaned by recording teachers' explanatory statements that clarify and elucidate their forced-choice responses.

Procedure

The procedure involved three phases. These three phases were conducting the artifact/document analyses, observing classroom reading instruction, and triangulating the classroom observation data.

First, artifact/document analyses were conducted of the exemplary fourth-grade teacher's and the satisfactory fourth-grade teacher's high- and low-achieving students. The high- and low-achieving students in both classrooms were examined according to the following six characteristics: (a) rate of retention (nonpromotion), (b) end-of-third grade

California Achievement Test reading subtest scores, (c) reading instructional placement level according to basal reading text guidelines, (d) samples of previous teachers' written report card comments, (e) number of schools attended between kindergarten and fourth grade, and (f) types of remedial academic assistance provided.

Second, classroom observations were conducted to record samples of student-teacher and student-student events as they unfolded so that the socio-cultural milieu in which reading instruction occurred could be examined. Each teacher was observed eight times by this researcher (four times while teaching high-achieving students and four times while teaching low-achieving students). Variations occurred in these observations with respect to the day of the week and the time of day they were conducted. Furthermore, the observations in both classrooms varied in the order in which they were conducted (see Figure 3). Six of each teacher's eight classroom observations were recorded in narrative form and were subsequently transcribed into written protocols (three for the high-achieving students and three for the low-achieving students). During each teacher's remaining two classroom observations, this researcher diagrammed teacher-student verbal interaction paths.

Finally, the classroom observation data were triangulated by conducting teacher and student interview guides and schedules. The exemplary fourth-grade teacher and the satisfactory fourth-grade teacher were interviewed separately and informally. Each teacher responded to a set of open-ended statements which comprised the teacher interview

guide. Subsequently, both teachers were interviewed separately and formally, and responded to a set of structured statements which comprised the teacher interview schedule. Interviews were then conducted with a sample of the exemplary fourth-grade teachers' students and the satisfactory fourth-grade teacher's students. Three high-achieving students and three low-achieving students in each teacher's classroom were selected as interviewees. These 12 students were interviewed individually and informally, and responded to a set of open-ended statements which comprised the student interview guide. Then, these same students were interviewed individually and formally, and responded to a set of structured statements which comprised the student interview schedule.

Data Analysis

Qualitative analysis procedures were employed to analyze and interpret the data. The specific qualitative analysis procedures used were clustering, counting, making metaphors, noting patterns and trends, and noting relationships between variables.

Results of the classroom observations (the data from both the narrative protocols and the student-teacher verbal interaction path diagrams) were analyzed to determine emerging salient recurring teacher behaviors. Each teacher's salient recurring behaviors were compiled, examined, and interpreted. Next, both teachers' salient recurring behaviors were organized according to Hall's (1981) framework (see Table 7). Finally, the two teachers' salient recurring behaviors were compared across the

dimensions of language, space, and time (see Tables 8, 9, and 10).

The responses of the exemplary fourth-grade teacher and the satisfactory fourth-grade teacher to the teacher interview guide and schedule were analyzed. These teachers' responses were then organized and compared according to student groups (see Tables 11, 12, 13, 14, 15, and 16). The students' responses to the student interview guide and schedule were examined, grouped according to response patterns, and then compared (see Tables 17, 18, 19, and 20).

Conclusions

Chapter IV has discussed this study's findings. This section opens with conclusions of the findings. The findings will be organized by research questions. Table 21 will be used as a device to organize the findings by research questions and data source to support this study's conclusions. (See Table 21)

Research question one. How do an exemplary fourth-grade teacher and a satisfactory fourth-grade teacher conduct reading instruction with high- and low-achieving students?

Data to answer the first research question came from the results of the 16 classroom observations. These observation data were analyzed to determine salient recurring teacher behaviors. Subsequently, these salient recurring teacher behaviors were organized according to Hall's (1981) framework (see Table 7) for comparing across the dimensions of language, space, and time. The exemplary fourth-grade teacher and the

satisfactory fourth-grade teacher conducted reading instruction differently with respect to their use of language, space, and time.

Analyzing the data with regard to the dimension of language resulted in the emergence of the following three categories of salient recurring teacher behaviors: (a) the manner in which the students were allowed to respond, (b) the way in which communication was initiated, and (c) the functions of questions used by both teachers during reading instruction. The exemplary fourth-grade teacher and the satisfactory fourth-grade teacher differed in all three salient recurring teacher behaviors in the dimension of language (see Table 8).

The exemplary fourth-grade teacher sought high- and low-achieving students' responses by: (a) calling on students whose hands were raised, (b) calling on students whose hands were not raised, and (c) encouraging students to initiate verbal interactions. Control of student social behavior was maintained regardless of which method was used to initiate verbal communication. In contrast, the satisfactory fourth-grade teacher used only two methods to elicit student responses. Students whose hands were raised were allowed to speak, or specific students were called on to speak before their hands were raised. Often, the satisfactory fourth-grade teacher's students attempted to answer questions without being formally recognized; consequently, control of student social behavior deteriorated.

Verbal communication in the exemplary fourth-grade teacher's classroom was initiated either by the students or the teacher. Furthermore, this phenomenon was observed consistently during both the

Table 21

Summary of Conclusions by Research Question and Data Source

D A T A S O U R C E		Question 1 - How does an exemplary fourth-grade teacher conduct reading instruction with high- and low-achieving students?	Question 2 - What are the expectations of an exemplary fourth-grade teacher and a satisfactory fourth-grade teacher regarding how reading should be taught to high- and low-achieving students?	Question 3 - Do the expectations of an exemplary fourth-grade teacher and a satisfactory fourth-grade teacher affect the reading instruction they provide to high- and low-achieving students?
		O b s e r v a t i o n s		
T e a c h e r I n t e r v i e w		<u>Exemplary Teacher:</u> Variety of students response opportunities provided to both student groups; one and two-way communication patterns; use of space to accommodate student needs; collegiality and cohesion promoted; wait time promoted student discussion; student social behavior easily attained; comprehension and thinking skills emphasized. <u>Satisfactory Teacher:</u> One-way, teacher initiated student responses; student needs not accommodated through use of space; collegiality and cohesion not promoted; teacher question and use of time designed to elicit "correct" responses; student social behavior not easily attained; isolated skill instruction with both student groups.	See summary of classroom observation data for both teachers presented for research question 1 (See Tables 8, 9, and 10).	See summary of classroom observation data for both teachers presented for research question 1 (See Tables 8, 9, and 10).
		<u>Exemplary Teacher:</u> Stated that comprehension instruction and integration of skills are important for both student groups. Students should be involved in discussions and share in initiation of participation opportunities. <u>Satisfactory Teacher:</u> Stated that high-achieving students should be taught comprehension while low-achieving students should be taught decoding skills. Teacher should be the one initiating discussion with both student groups.	<u>Exemplary Teacher:</u> Reading instruction for both student groups should focus on: comprehension skills, thinking skills, literary appreciation, reading for enjoyment and gaining information, and integrating skills. <u>Satisfactory Teacher:</u> Comprehension is very important for high-achieving students but only moderately important for low-achieving students. Phonics and factual recall questions are very important for low-achieving students. Summarizing, determining the author's purpose, and critical thinking are very important for high-achieving students (See Tables 11, 12, 13 and 14).	<u>Exemplary Teacher:</u> Pedagogical aspects of reading instruction were emphasized in the interview responses. High expectations were expressed for both student groups. Expressed expectations for both student groups appeared to be manifested during observed reading instruction. <u>Satisfactory Teacher:</u> Managerial aspects of reading instruction were emphasized in interview responses. Moderately high expectations were expressed for high-achieving students and low-expectations were stated for low-achieving students. The expressed low expectations for low-achieving students appeared to be manifested in both student groups' reading instruction.

Table 21

Summary of Conclusions by Research Question and Data Source

		Question 1 - How does an exemplary fourth-grade teacher conduct reading instruction with high- and low-achieving students?	Question 2 - What are the expectations of an exemplary fourth-grade teacher and a satisfactory fourth-grade teacher regarding how reading should be taught to high- and low-achieving students?	Question 3 - Do the expectations of an exemplary fourth-grade teacher and a satisfactory fourth-grade teacher affect the reading instruction provided to high- and low-achieving students?
D A T A	S t u d e n t	<u>Exemplary Teacher:</u> The high- and low-achieving students' responses were consistent with the phenomena recorded through the classroom observations and the teacher interviews (See Tables 17, 18, 19, and 20).	<u>Exemplary Teacher:</u> Both student groups stated that comprehension instruction was emphasized. Student responses to reading were sought through oral discussion and writing assignments. The teacher was described as emphasizing the pedagogical aspects of reading instruction.	<u>Exemplary Teacher:</u> Both student groups reported that high expectations were maintained for everyone. Reading comprehension was emphasized, independent reading was provided, assignments and lessons were rigorous, and study skills were taught.
	S O U R C E	<u>Satisfactory Teacher:</u> The high- and low-achieving students' responses were consistent with the phenomena recorded through the classroom observations and the teacher interviews (See Tables 17, 18, 19, and 20).	<u>Satisfactory Teacher:</u> Both student groups stated that isolated skills instruction was prevalent. Comprehension was mentioned more frequently by high-achieving students than by low-achieving students. Both student groups reported that their teacher emphasized the managerial aspects of reading instruction (See Tables 17, 18, 19, and 20).	<u>Satisfactory Teacher:</u> Both student groups reported that only moderately high to low teacher expectations were maintained. Also, skills were taught in isolation, negative student attitudes toward reading prevailed, reading instruction focused on completing and checking seatwork, and assignments/lessons lacked rigor and challenge.

high- and low-achieving students' lessons. In addition to responding to the exemplary fourth-grade teacher's questions, the students were allowed to respond to each other. The satisfactory fourth-grade teacher, however, was the primary initiator of verbal communication in her classroom. Consequently, the satisfactory fourth-grade teacher's verbal communication pattern tended to be one-way, and emanated from her. The satisfactory fourth-grade teacher's method of initiating verbal communication, therefore, emphasized a high degree of adult control. Conversely, the exemplary fourth-grade teacher's method of initiating verbal communication encouraged interactions between the students and the teacher (two-way), and among the students themselves.

Both teachers differed with respect to the functions of questions they asked. The exemplary fourth-grade teacher's questions appeared to enable both high- and low-achieving students to think about and elaborate their ideas. Moreover, both student groups were encouraged to use convergent and divergent thinking. In contrast, the function of the satisfactory fourth-grade teacher's questions appeared to focus solely on leading students to reach correct answers through convergent thinking. The satisfactory fourth-grade teacher's questions also limited the length and complexity of student responses.

Examining the classroom observation data according to the use of space yielded two categories of salient emerging teacher behaviors -- the physical arrangement of the classroom to accommodate student needs, and the function of teacher physical position. Noticeable differences in the

use of space were observed between the exemplary fourth-grade teacher and the satisfactory fourth-grade teacher (see Table 9).

The exemplary fourth-grade teacher's room arrangement indicated an awareness of how space could be used to accommodate high- and low-achieving students' instructional needs (see Figure 9). For example, the exemplary fourth-grade teacher's room arrangement enabled control of student social behavior to be maintained while a specific reading group was being taught in another area of the room. The satisfactory fourth-grade teacher's room arrangement, however, interfered with the high- and low-achieving students' reading instruction (see Figure 10).

Distractions were created by students who moved to the rear of the room to receive seatwork directions and by students who were taught in front of the chalkboard on which seatwork assignments were written for other reading groups. In the satisfactory fourth-grade teacher's classroom, therefore, students often were off-task and control of student social behavior was difficult to maintain.

Physical position was used by the exemplary fourth-grade teacher to promote a sense of group cohesion and collegiality with both the high- and low-achieving students. The exemplary fourth-grade teacher appeared to use physical position to: (a) convey her role as an authority figure, (b) function as a facilitator, and (c) develop student responsibility for self-monitoring social behavior. Because control of student social behavior was rarely an issue, the exemplary fourth-grade teacher was able to direct her energies toward teaching reading to her students. The

satisfactory fourth-grade teacher's use of physical position, however, overtly emphasized her authoritarian role. Furthermore, the satisfactory fourth-grade teacher's reading instruction was interrupted frequently because she had to address inappropriate student social behavior.

Finally, three categories of salient recurring teacher behaviors emerged when analyzing the classroom observation data according to the dimension of time. These behaviors were the use of time to attain control of student social behavior; the use of wait time; and the use of time to monitor, probe, and reinforce student responses (see Table 10). Differences occurred in both teachers' use of time across all three categories of behaviors.

Minimal time was required for the exemplary fourth-grade teacher to attain control of her high- and low-achieving students' social behavior. The exemplary fourth-grade teacher's students appeared to internalize her rules and abide by them. In addition, few distractions occurred during transitions between student activities; consequently, student on-task behavior was maintained. Much of the satisfactory fourth-grade teacher's time, however, was devoted to attaining control of student social behavior. Transitions between the satisfactory fourth-grade teacher's reading groups were characterized by aimless and random student movement which contributed to both the high- and low-achieving students' off-task behavior. Moreover, student off-task behavior often was observed during the satisfactory fourth-grade teacher's small-group reading lessons.

The exemplary fourth-grade teacher frequently used wait time while discussing reading selections with the high- and low-achieving students. Wait time was used by the exemplary fourth-grade teacher primarily to provide students with opportunities to think about her questions and to formulate responses. In contrast, the satisfactory fourth-grade teacher used sporadic periods of prolonged silence to help address and correct inappropriate student social behavior. The satisfactory fourth-grade teacher also asked numerous questions in rapid succession in an apparent attempt to control the flow and pace of discussions.

The exemplary fourth-grade teacher consistently probed and reinforced student responses. Her use of probing and reinforcing, in conjunction with asking follow-up questions, enabled students to develop and expand their ideas. The satisfactory fourth-grade teacher, however, rarely probed her high- and low-achieving students' responses. Instead, she usually asked a series of questions which resulted in a surface discussion of the topic being emphasized. Furthermore, the satisfactory fourth-grade teacher limited her responses to student answers to one or two words which tended to terminate discussions. Finally, she displayed overt verbal and non-verbal language that expressed her degree of satisfaction/dissatisfaction with the accuracy of student responses.

Research question two. What are the expectations of an exemplary fourth-grade teacher and a satisfactory fourth-grade teacher regarding how reading should be taught to high- and low-achieving students?

Data to address the second research question came from the results of the teacher interview guides and schedules. The teacher interview data were grouped, analyzed, compared, and displayed. These collective teacher interview data indicated that the exemplary fourth-grade teacher and the satisfactory fourth-grade teacher held different expectations about how reading should be taught to high- and low-achieving students (see Tables 11, 12, 13, 14, 15, and 16).

The exemplary fourth-grade teacher's responses to the teacher interview guide yielded four expectations regarding the reading instruction she provided to high- and low-achieving students. First, the exemplary fourth-grade teacher stated that her goals and procedures for providing reading instruction to high- and low-achieving students were similar. Second, the exemplary fourth-grade teacher responded that developing comprehension skills was extremely important for both student groups. Third, her responses indicated that she maintained high expectations for both high- and low-achieving students. Finally, the exemplary fourth-grade teacher expressed that it was possible for both high- and low-achieving students to attain reading proficiency.

An examination of the satisfactory fourth-grade teacher's interview guide responses produced four expectations regarding the reading instruction she provided to high- and low-achieving students. First, the satisfactory fourth-grade teacher's goals and procedures for providing reading instruction to high-achieving students were different than her goals and procedures for providing reading instruction to low-achieving

students. Second, her interview guide responses indicated that phonics and word recognition skills should be developed before concentrating on comprehension. Furthermore, this expectation was expressed as being appropriate for both high- and low-achieving students. Third, the satisfactory fourth-grade teacher's interview guide responses suggested that her expectations for high- and low-achieving students were different. More specifically, she appeared to hold moderately high expectations for high-achieving students and low expectations for low-achieving students. Fourth, the satisfactory fourth-grade teacher's interview guide responses often conveyed her frustration concerning difficulties with administering the managerial aspects of reading instruction -- especially maintaining control of the low-achieving students' social behavior.

Four aspects of the exemplary fourth-grade teacher's reading instructional expectations for high- and low-achieving students were gleaned from her interview schedule responses. First, she emphasized that comprehension development was important both for high- and low-achieving students. Second, the exemplary fourth-grade teacher stated that questions about passages or stories should extend beyond recalling facts to include making inferences, determining the author's purpose, summarizing, and developing critical thinking. Third, the exemplary fourth-grade teacher did not dismiss the importance of phonics instruction; however, she stated that comprehension development was the most important aspect of teaching reading. Finally, although the exemplary fourth-grade teacher stated that the teacher was responsible

for providing reading instruction, she also indicated that both high- and low-achieving students should be allowed to assume a role in their learning.

The satisfactory fourth-grade teacher's interview schedule responses also revealed information about her reading instructional expectations for high- and low-achieving students. Moreover, the satisfactory fourth-grade teacher's interview schedule responses indicated that she held differing expectations regarding what constituted appropriate reading instruction for high- and low-achieving students.

First, the satisfactory fourth-grade teacher stated that developing comprehension was very appropriate for high-achieving students. In contrast, she stated that developing comprehension for low-achieving students was only moderately appropriate.

Second, differences occurred in the satisfactory fourth-grade teacher's responses regarding her expectations about the functions of questions asked to high- and low-achieving students. More specifically, she responded that questions which emphasized making inferences, determining the author's purpose, summarizing, and thinking critically were more appropriate for high-achieving students than for low-achieving students. Furthermore, she stated that factual recall questions were only moderately appropriate for high-achieving students but were very appropriate for low-achieving students.

Third, the satisfactory fourth-grade teacher reported that providing phonics instruction was more appropriate for low-achieving students

than for high-achieving students. She also responded that both high- and low-achieving students should master decoding skills before receiving comprehension instruction.

Finally, the satisfactory fourth-grade teacher stated that high-achieving students should be afforded greater opportunities to assume decision-making roles in their reading instruction than low-achieving students. She also stated that teachers should maintain a more directive posture with low-achieving students than with high-achieving students.

Research question three. Do the expectations of an exemplary fourth-grade teacher and a satisfactory fourth-grade teacher affect the reading instruction provided to high- and low-achieving students?

Data to answer the third research question came from the 16 classroom observations (8 with each teacher), and from the results of the student and teacher interview guides and schedules. An analysis of the collective observation and interview data indicated that the exemplary fourth-grade teacher's expectations and the satisfactory fourth-grade teacher's expectations affected the reading instruction provided to high- and low-achieving students.

The classroom observation data yielded information about how both teachers' expectations affected the reading instruction provided to high- and low-achieving students. More specifically, differences were observed between both teachers regarding their use of language, space, and time.

With respect to the use of language, the exemplary fourth-grade teacher used multiple methods to allow her students to respond.

Moreover, she used various methods to initiate verbal communication. Finally, the functions of her questions were varied. The satisfactory fourth-grade teacher, however, used language differently than the exemplary fourth-grade teacher. First, she primarily used only two methods to allow students to respond. Second, the satisfactory fourth-grade teacher used questions in one way -- to control the initiation of verbal communication. Third, she only asked questions that enabled her high- and low-achieving students to arrive at correct responses.

The exemplary fourth-grade teacher used space differently than did the satisfactory fourth-grade teacher. The exemplary fourth-grade teacher arranged her classroom so she could conduct instruction with a single group in a location that was isolated from the rest of the students. Moreover, the physical arrangement of her room allowed multiple activities to occur simultaneously without disrupting control of student social behavior. The exemplary fourth-grade teacher's use of physical position promoted a sense of group cohesion and collegiality, and emphasized her role as a facilitator. In contrast, the satisfactory fourth-grade teacher arranged her classroom in a manner that caused instructional activities to interfere with each other. In addition, the satisfactory fourth-grade teacher's use of physical position (when conducting reading instruction with both the high- and low-achieving students) emphasized her role as an overseer.

Observable differences occurred in the exemplary fourth-grade teacher's and the satisfactory fourth-grade teacher's use of time. The

exemplary fourth-grade teacher required minimal time to attain control of student social behavior during her reading instruction. Consequently, she maintained the academic focus of each observed reading lesson. Wait time was used by the exemplary fourth-grade teacher in a manner which enabled students to think about and formulate their responses, thereby enhancing the quality of reading lesson discussions. The exemplary fourth-grade teacher also devoted time to probe and reinforce student responses. In contrast, the satisfactory fourth-grade teacher required much more time than the exemplary fourth-grade teacher to attain control of student social behavior. Wait time was rarely used by the satisfactory fourth-grade teacher to enable students to think about and formulate their responses. Rather, wait time was used as a means to maintain or reestablish control of student social behavior. Finally, the satisfactory fourth-grade teacher rarely used time to probe or reinforce her high- and low-achieving students' responses. Instead, she asked numerous questions in rapid succession as a means to control the flow and pace of student-teacher discussions.

Both teachers' responses to the teacher interview guide and schedule supported the classroom observation data in three ways. First, responses to an overview statement ("Please share your beliefs concerning how reading should be taught") revealed one basic difference between the two teachers. The exemplary fourth-grade teacher's response focused on the pedagogical aspects of reading instruction, whereas the satisfactory

fourth-grade teacher's response focused on the managerial aspects of reading instruction.

Second, both teachers differed with respect to their stated expectations for high- and low-achieving students. The exemplary fourth-grade teacher's interview guide and schedule responses indicated that she maintained high expectations for both high- and low-achieving students. In contrast, the satisfactory fourth-grade teacher's interview guide and schedule responses indicated differences in her expectations for high- and low-achieving students. More specifically, she seemed to hold moderately high expectations for high-achieving students and low expectations for low-achieving students. Third, differences in these two teachers' stated beliefs about how reading should be taught, and their expectations for high- and low-achieving students appeared to influence how reading instruction was provided in both classrooms.

The student interview guide and schedule were administered to a sample of both teachers' high- and low-achieving students (three high-achieving students and three low-achieving students per teacher). The high- and low-achieving students' responses to the student interview guide and schedule yielded two findings that supported the classroom observation data. In addition, these two findings supported results garnered from the teacher interview data (see Tables 17, 18, 19, and 20). First, the exemplary fourth-grade teacher's students stated that she focused on the pedagogical aspects of reading instruction. The satisfactory fourth-grade teacher's students, however, reported that she

focused on the managerial aspects of reading instruction.

Second, the students' responses indicated differences between these two teachers regarding their expectations for high- and low-achieving students. Specifically, the exemplary fourth-grade teacher's high- and low-achieving students stated that she maintained high expectations for everyone. For example, the exemplary fourth-grade teacher's high- and low-achieving students reported that: (a) reading comprehension was emphasized, (b) opportunities for independent reading were provided, (c) study skills were practiced, (d) writing was used to respond to reading, and (e) reading assignments and lessons were rigorous.

In contrast, the satisfactory fourth-grade teacher's high- and low-achieving students reported that her expectations were only moderately high to low. For example, the satisfactory fourth-grade teacher's high- and low-achieving students' responses indicated that: (a) reading instruction focused on completing and checking seatwork, (b) specific reading skills were taught in isolation and that their relation to other skills was not communicated, (c) negative student attitudes toward reading were prevalent, and (d) reading assignments and lessons lacked challenge and rigor.

Discussion

The discussion of the data can be organized around two focal points -- differences in **what** was taught and differences in **how** reading

instruction was conducted. First, this study investigated the effects of the exemplary fourth-grade teacher's expectations and the satisfactory fourth-grade teacher's expectations on **what** (the content) was taught to high- and low-achieving students during reading instruction. Second, this study examined the effects of both teachers' expectations on **how** (or the manner in which) each teacher provided reading instruction to high- and low-achieving students. Both of these areas of focus will be discussed next.

The Effects of the Exemplary Fourth-Grade Teacher's Expectations and the Satisfactory Fourth-Grade Teacher's Expectations on What Was Taught to High- and Low-Achieving Students

The classroom observation data, and student and teacher interview guides and schedules revealed differences between the teachers regarding what they taught to high- and low-achieving students. The content taught by the exemplary fourth-grade teacher to both student groups will be discussed first. Next, the content taught by the satisfactory fourth-grade teacher to both student groups will be discussed.

The exemplary fourth-grade teacher's observed reading instruction closely paralleled her expectations regarding what should be taught to high- and low-achieving students. In her overview statement and interview responses, the exemplary fourth-grade teacher stated that reading instruction should: (a) develop comprehension skills, (b) promote

thinking skills, (c) develop literary appreciation, (d) emphasize reading for enjoyment and reading to gain information, and (e) focus on integrating skills. Furthermore, the observation and interview data suggest that the exemplary fourth-grade teacher consistently strived to attain her stated reading instructional goals. The exemplary fourth-grade teacher sought to achieve these goals for both her high- and low-achieving students. For example, comprehension development was an integral component of the reading instruction she provided to both student groups. The satisfactory fourth-grade teacher's observed reading instruction also closely paralleled her stated reading instructional goals for both student groups. The satisfactory fourth-grade teacher's content emphases for high- and low-achieving students were different than those of the exemplary fourth-grade teacher. For example, when responding to the teacher interview guide and schedule the satisfactory fourth-grade teacher stated that: (a) developing comprehension was very appropriate for high-achieving students but was only moderately appropriate for low-achieving students, (b) questions which emphasized making inferences, determining the author's purpose, summarizing, and thinking critically were more appropriate for high-achieving students than for low-achieving students, (c) factual recall questions were only moderately appropriate for high-achieving students but were very appropriate for low-achieving students, and (d) phonics instruction was more appropriate for low-achieving students than for high-achieving students.

Although the satisfactory fourth-grade teacher stated that the content taught during reading instruction for high- and low-achieving students should be different, her lessons for both student groups were similar in three respects. Specifically, both student groups often: (a) answered literal-level questions about passages read, (b) received specific skill instruction in isolation rather than in story context, and (c) were involved in discussions in which the teacher limited the length of student responses. Therefore, the reading instruction that the satisfactory fourth-grade teacher provided to both student groups most closely matched her stated reading goals for low-achieving students. In contrast, the exemplary fourth-grade teacher stated that the instructional emphases for high- and low-achieving students should be similar. Furthermore, the reading instruction that the exemplary fourth-grade teacher provided to both student groups was consistent with her stated instructional goals for high-achieving students.

In contrast to the findings of some studies (Bruckerhoff, 1977; Hiebert, 1983; Paladry, 1969), the satisfactory fourth-grade teacher's stated reading instructional expectations for low-achieving students affected the content that was taught to **both** high- and low-achieving students. Although she stated that different content should be taught to high- and low-achieving students, the satisfactory fourth-grade teacher taught similar content to both student groups. Moreover, the reading instruction that the satisfactory fourth-grade teacher provided to both student groups was consistent with research findings which describe reading instruction that

is often provided to low-achieving students (Allington, 1977; Menyuk, 1984; Metheny, 1980). A probable explanation for this phenomenon is that the satisfactory fourth-grade teacher's reading instructional expectations for low-achieving students influenced what content was taught to high-achieving students.

The exemplary fourth-grade teacher's reading instructional expectations for high-achieving students appeared to affect the content that was taught to both high- and low-achieving students. In contrast to the satisfactory fourth-grade teacher, the exemplary fourth-grade teacher stated that similar content should be taught to both student groups. Furthermore, the reading instruction that the exemplary fourth-grade teacher provided to both student groups was consistent with research findings which describe reading instruction that is often provided to high-achieving students (Allington, 1977; Gambrell, Wilson, & Gantt, 1981). A probable explanation for this phenomenon is that the exemplary fourth-grade teacher's reading instructional expectations for high-achieving students influenced what content was taught to low-achieving students.

The Effects of Both Teachers' Expectations on How Reading Instruction Was Provided to High- and Low-Achieving Students

As described in Chapter II, the results of several studies suggest that teachers' expectations affect the reading instruction that is provided to high- and low-achieving students (Borko, Shavelson, & Stern, 1981; Eder, 1980; Rosenshine & Stevens, 1984). Consistent with past research, the

current study's findings indicate that teachers' expectations have an impact on high- and low-achieving students' reading instruction. In addition, an analysis of the collective data suggests that the exemplary fourth-grade teacher's expectations and the satisfactory fourth-grade teacher's expectations appeared to influence **how** reading instruction was provided to high- and low-achieving students. Specifically, both teachers differed with respect to their social interactions with high- and low-achieving students during reading instruction.

The exemplary fourth-grade teacher maintained a reading instructional environment that appeared to accommodate the affective and cognitive needs of her high- and low-achieving students. Her social interactions with students during reading lessons, and her responses to the teacher interviews conveyed her expectations that reading instruction should challenge both student groups. Moreover, the exemplary fourth-grade teacher's students' interview responses indicated that she was perceived as maintaining high academic expectations for everyone.

The exemplary fourth-grade teacher's expectations became manifested during her reading instruction with high- and low-achieving students. Salient recurring teacher behaviors emerged within the dimensions of language, space, and time as she taught reading to both student groups. Specifically, the exemplary fourth-grade teacher's use of language was characterized by: (a) students responding to questions in a variety of ways, (b) verbal interactions that were initiated by the students and the teacher, and (c) the teacher asking questions that encouraged students to reflect

upon and to elaborate their ideas. The exemplary fourth-grade teacher's use of space provided a classroom arrangement that accommodated the instructional needs of both student groups. In addition, her use of teacher physical position promoted a sense of group cohesion and collegiality.

Finally, the exemplary fourth-grade teacher's use of time revealed that:

(a) control of student social behavior was attained quickly, (b) students were given an opportunity to reflect before answering questions, and (c) follow-up questions were used to probe and reinforce student responses.

Collectively, these salient recurring teacher behaviors suggest that the exemplary fourth-grade teacher consistently communicated to her high- and low-achieving students that they were capable learners. Moreover, reading instruction appeared to be a pleasurable and productive experience for her and both student groups (as indicated by the results of the observation and student/teacher interview data).

The satisfactory fourth-grade teacher's reading instructional environment was different than the exemplary fourth-grade teacher's reading instructional environment. When responding to the teacher interview guide and schedule, the satisfactory fourth-grade teacher expressed her expectations that high- and low-achieving students should be treated differently during reading instruction. For example, she stated that high-achieving students need to be challenged and that low-achieving students should not experience frustration. A closer examination of both the student and teacher interview responses indicated that the satisfactory fourth-grade teacher's expectations for high-achieving

students were moderately high, and that her expectations for low-achieving students were low.

Although the satisfactory fourth-grade teacher stated that high- and low-achieving students should be taught differently, the salient recurring teacher behaviors that emerged according to language, space, and time suggested that she taught both student groups similarly. For example, her use of language with both student groups was characterized by: (a) students raising their hands to respond to questions, (b) verbal interactions being initiated by the teacher, and (c) questions being asked by the teacher to elicit correct student responses. The satisfactory fourth-grade teacher's use of space revealed a room arrangement that interfered with student learning. Moreover, teacher physical position was used to establish adult authority. Finally, the satisfactory fourth-grade teacher's use of time with both student groups indicated that: (a) teacher control of student social behavior constantly needed to be reestablished, (b) questions were used by the teacher to control discussions, and (c) the teacher's non-verbal and verbal responses to student responses terminated discussions.

These collective observation and interview data suggest that the satisfactory fourth-grade teacher taught high- and low-achieving students similarly even though she stated that both student groups should be taught differently. The satisfactory fourth-grade teacher's social interactions with both student groups appeared to convey her expectations that students need overt adult control, and that this control was necessary in order for students to benefit from reading instruction. It appeared as if

the high- and low-achieving students emitted academic and social behaviors that reinforced the satisfactory fourth-grade teacher's expectations; consequently, she constantly sought to strengthen her authority and control. Reading instruction seemed to be a less than pleasurable and productive experience for the satisfactory fourth-grade teacher and both student groups (as indicated by the results of the observation and student/teacher interview data).

This study's findings, regarding the effects of both teachers' expectations on **how** reading instruction was provided to high- and low-achieving students, extend the findings of previous research. Specifically, the findings of former studies (McDermott, 1977; Rist, 1970; Wilcox, 1982) indicate that: (a) teachers hold different expectations for high- and low-achieving students, and (b) teachers' expectations influence the types of social interactions that occur between teachers and students during reading instruction. This study's findings, however, seem to challenge the simplistic concept that teachers merely hold high expectations for high-achieving students and low expectations for low-achieving students. Moreover, the relationship between teachers' expectations and their effects upon the social interactions that occur during the reading instruction that is provided to high- and low-achieving students appears to be complex. For example, the exemplary fourth-grade teacher maintained high reading instructional expectations for both high- and low-achieving students, and interacted with both student groups in a manner described as occurring with high-achieving students

(Borko & Eisenhart, 1986; Hart, 1982; McDermott, 1978). In contrast, although the satisfactory fourth-grade teacher maintained different reading instructional expectations for high- and low-achieving students, she interacted with both student groups in a manner described as occurring with low-achieving students (Borko & Eisenhart, 1986; Hart, 1982; McDermott, 1978).

Implications

For Further Research

As reported in Chapter II, the results of numerous studies indicate that teachers' expectations for high- and low-achieving students differ -- particularly in the area of reading instruction. The findings of these studies suggest that the reading instruction provided to high- and low-achieving students is shaped by teachers' expectations regarding what these students are capable of learning. This ethnographic study adds to the body of research which suggests that teachers' expectations affect student reading achievement. Subsequent research should investigate the long-term effects of teachers' instructional decisions (based upon teachers' expectations) on the reading achievement of high- and low-achieving students. Furthermore, research should be conducted that examines the **extent** to which teachers' expectations affect the reading instruction that is provided to high- and low-achieving students. Teachers' expectations constitute one specific factor that impacts upon the reading instruction that is provided to high- and low-achieving students.

Therefore, the effects of teachers' expectations need to be examined in relation to other factors (such as parent involvement and the role of school-based administrators) that affect student reading achievement.

This ethnographic study demonstrated that an exemplary fourth-grade teacher's expectations and a satisfactory fourth-grade teacher's expectations affected the reading instruction that each teacher provided to high- and low-achieving students. The data from this ethnographic study indicate that the two teachers' expectations for high- and low-achieving students were different, and that both teachers taught reading differently to their respective high- and low-achieving students. These findings, however, are based upon and pertain solely to the two teachers in this study. Further research is needed to ascertain whether the results from this ethnographic study can be generalized to other teachers.

Not all reading instruction is provided by either exemplary teachers or satisfactory teachers. Replication with teachers whose ratings are other than exemplary or satisfactory could provide insightful data regarding the importance of teachers' expectations as they impact on student reading achievement. In addition, not all reading instruction is provided in classrooms comprised of high- and low-achieving students. Replication with various combinations of student instructional groupings could yield data regarding whether teachers' expectations vary according to the types of instructional groups that are assigned to classrooms.

Even students within the same reading instructional group differ. Further research, therefore, should be conducted which examines

whether teachers' expectations vary for students within reading groups. Specifically, the effects of teachers' expectations on the reading instruction provided to the highest- and lowest-achieving students within a particular reading group need to be studied.

Three inextricably related issues need to be investigated regarding the effects of teachers' expectations on the reading instruction provided to students who differ according to academic achievement. These three issues are: (a) whether teachers' instructional reading goals should be similar for all students, (b) whether the content taught during reading instruction should be similar for all students, and (c) whether the social interaction mechanisms employed by teachers during reading instruction should be similar for all students. In this study, the exemplary fourth-grade teacher's instructional reading goals, content emphases, and social interactions were similar for high- and low-achieving students. In contrast, the satisfactory fourth-grade teacher's stated reading instructional goals for high- and low-achieving students were different; however, her content emphases and social interactions with both student groups were similar. Within the context of the three previously cited issues, the exemplary fourth-grade teacher appeared to provide more appropriate and effective reading instruction for high- and low-achieving students than did the satisfactory fourth-grade teacher. Replication of this study could assist in determining if and when it is appropriate for teachers to maintain similar reading instructional expectations for various student groups.

This ethnographic study was conducted within the naturalistic setting of two classrooms. The selection of an ethnographic design was particularly appropriate for this study. For example, data were gathered during this ethnographic study that yielded insights regarding **how** an exemplary fourth-grade teacher's expectations and a satisfactory fourth-grade teacher's expectations affected the reading instruction that each teacher provided to high- and low-achieving students. In contrast, correlational studies can only demonstrate a relationship between teacher's expectations and the reading instruction that is provided to specific student groups. Consequently, researchers who plan to investigate **how** instructional phenomenon affect teaching and learning within classrooms should consider employing an ethnographic design.

For Practice

The classroom is the place where instruction occurs. Teachers make countless decisions daily that determine what content will be taught and how the content will be presented. Therefore, studies should be conducted that consider individual classroom teachers as a population worthy of research. School-system practitioners who have an impact on teachers' instructional decisions (such as principals and supervisors) should be encouraged to conduct ethnographic research because they are familiar with the ecology of the classroom. Staff development opportunities need to be provided that assist school-system practitioners in conducting and reporting ethnographic research.

Teachers are individuals who do not teach or interact with students in exactly the same way. Also, teachers are not equally effective or successful in teaching reading to students of varying degrees of academic proficiency. A factor that appears to affect the reading instruction that teachers provide to students is the effects of teachers' expectations.

Specifically, this study's findings indicate that an exemplary fourth-grade teacher provided more appropriate and effective reading instruction to high- and low-achieving students than did a satisfactory fourth-grade teacher.

Three related phenomena contributed to the differences between the exemplary fourth-grade teacher and the satisfactory fourth-grade teacher regarding the reading instruction that each teacher provided to both student groups. First, the exemplary fourth-grade teacher provided reading instruction to low-achieving students which was similar to the reading instruction that she provided to high-achieving students. In contrast, the satisfactory fourth-grade teacher provided reading instruction to high-achieving students which was similar to the reading instruction that she provided to low-achieving students. Second, the exemplary fourth-grade teacher maintained high reading instructional expectations for high- and low-achieving students whereas the satisfactory fourth-grade teacher's reading instructional expectations differed for both student groups. Third, the exemplary fourth-grade teacher's expectations and the satisfactory fourth-grade teacher's expectations affected the reading instruction that each teacher provided to

high- and low-achieving students.

The exemplary fourth-grade teacher provided high- and low-achieving students with effective reading instruction. Her high expectations for both student groups affected her decisions regarding the content that was taught and the social interactions that were employed during reading instruction. Conducting further research regarding the effects of exemplary teachers' expectations on the reading instruction provided to high- and low-achieving students would extend this study's findings by identifying specific effective teaching practices and teacher behaviors which promote student reading achievement.

Weinstein (1986) expressed the following concerns regarding the deleterious effects of teachers' expectations on the reading instruction provided to specific students groups -- particularly low-achieving students:

The...instruction of reading in our schools is a particularly ripe site for expectancy processes to flourish and to become compounded. These...pressures could explain why groups of children experience failure in learning to read and fall farther and farther behind during the course of schooling. Our current teaching practices heighten relative differences between students and provide children with clear images of their potential for success in reading. Children are aware of these messages and internalize them. Such shaping of ability

messages has motivational and achievement consequences for children who turn away from further learning. (p.249)

Staff development, therefore, needs to be provided to sensitize teachers to the effects of their expectations about student achievement on the reading instruction that is provided to various student groups. Teachers also need opportunities to become exposed to and to practice specific effective reading instructional methods. The issue of how teachers' expectations affect the reading instruction provided to various student groups -- specifically low-achieving students-- cannot be addressed effectively by chance. Consequently, school-system practitioners should act quickly to implement needed, well-designed, and ongoing staff development.

Appendix A

MARYLAND STATE DEPARTMENT OF EDUCATION CLASSROOM OBSERVATION SUMMARY SHEET

Directions: Check all Competencies demonstrated during each lesson, as indicated on the Instrument.

Domain I: Planning

Demonstrated

- Competency 1: Plans objectives with learner outcomes.
- Competency 2: Plans instruction to achieve objectives.
- Competency 3: Plans to evaluate objectives.

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Domain II: Instructional Delivery

- Competency 4: Implements a planned procedure for instruction.
- Competency 5: Demonstrates mastery of subject matter.
- Competency 6: Uses teaching methods to address learner needs.
- Competency 7: Uses motivation and reinforcement to enhance learning.
- Competency 8: Evaluates learner progress and provides feedback.

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Domain III: Classroom Management

- Competency 9: Organizes instructional learning time.
- Competency 10: Uses space, equipment, and materials to support instruction.
- Competency 11: Manages learner behavior to provide productive learning opportunities.

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Domain IV: Teacher-Learner Interaction

- Competency 12: Creates a positive learning climate.
- Competency 13: Uses effective communication skills to enhance learning.

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Overview of Lesson Strengths and Areas for Development:

Appendix C

PUBLIC SCHOOLS

NARRATIVE RECORD

Probationary	
Tenure	

Name _____ School _____
 Grade or Subject(s) _____ Date _____
 Length of Observation _____ Type of Activity _____
 Comment on Conditions Observed:

- Distribution:
- 1) Assistant Superintendent - White Copy
 - 2) Teacher - Canary Copy
 - 3) Supervisor - Pink copy
 - 4) Principal - Gold Copy

 Signature of Observer

 Signature of Observer

 Date Conference Held

Appendix D

PRELIMINARY TEACHER INTERVIEW GUIDE High-Achieving Students

1. How do you structure your reading lessons for your high-achieving students?
2. How do you determine the structure of the discussion and who will participate during the reading lessons for your high-achieving students?
3. What are your ultimate reading instructional goals for your high-achieving students?
4. What difficulties, if any, do you experience with your high-achieving students during their reading lesson?
5. If you could change anything with regard to working with your high-achieving students what would it be?

Appendix E
TEACHER INTERVIEW SCHEDULE, LOW-ACHIEVING STUDENTS

I am going to read each statement to you. State the answer that corresponds to how appropriate you believe each instructional practice to be when teaching Low-Achieving students.

<u>INSTRUCTIONAL PRACTICE</u>		Appropriate <u>Not</u>	<u>Barely</u>	<u>Somewhat</u>	<u>Mostly</u>	Inappropriate <u>Very</u>
1.	Instruction should focus on comprehension skills.	A	B	C	D	E
2.	Instruction should focus on decoding skills.	A	B	C	D	E
3.	Instruction prior to reading should be done to assist students with decoding .	A	B	C	D	E
4.	Students should be asked questions about the main ideas of a story and the author's purpose.	A	B	C	D	E
5.	Students seldom should be asked questions that can be answered directly from the text.	A	B	C	D	E
6.	Students should be given time for free reading every day.	A	B	C	D	E
7.	Purposes for reading should be set by students.	A	B	C	D	E
8.	Teachers should avoid involving students in choosing instructional reading activities.	A	B	C	D	E
9.	Instruction prior to reading should be done to assist Students with comprehension.	A	B	C	D	E
10.	Instruction should focus on letters, sounds, and syllables.	A	B	C	D	E
11.	Students should seldom work with their peers for comprehension reinforcement.	A	B	C	D	E
12.	Instruction should focus on sentences, paragraphs, and entire stories.	A	B	C	D	E
13.	Decoding skills need not be mastered before comprehension skills are taught.	A	B	C	D	E

Appendix E

<u>INSTRUCTIONAL PRACTICE</u>		<u>Appropriate</u>		<u>Somewhat</u>	<u>Inappropriate</u>	
		<u>Not</u>	<u>Really</u>		<u>Mostly</u>	<u>Very</u>
14.	Students seldom should be asked questions about the facts of a story.	A	B	C	D	E
15.	Students should be asked questions about details which support an idea (or ideas) in the story.	A	B	C	D	E
16.	Students should be provided opportunities to summarize or retell what they have read.	A	B	C	D	E
17.	Students should be given an opportunity to read books which they have self-selected.	A	B	C	D	E
18.	Teachers should not ask questions which require creative thinking.	A	B	C	D	E
19.	Teachers should not ask questions which require students to make analogies and categorizations.	A	B	C	D	E
20.	Students should work in highly structured materials.	A	B	C	D	E
21.	Purposes for reading should be set by teachers.	A	B	C	D	E
22.	Students should not be asked inferential and problem-solving questions.	A	B	C	D	E
23.	Students should be asked questions that cannot be answered from the text alone.	A	B	C	D	E
24.	Teachers should set goals and standards for students during their reading instruction.	A	B	C	D	E
25.	Students should be asked factual questions.	A	B	C	D	E
26.	Teachers should not correct students' oral reading errors before they reach the end of a sentence.	A	B	C	D	E
27.	Students should respond to reading passages by writing sentences or paragraphs.	A	B	C	D	E
28.	Students should be given opportunities to formulate their own questions about what they are reading.	A	B	C	D	E

Appendix F

PRELIMINARY STUDENT INTERVIEW GUIDE

1. What do you like best about reading class?
2. What do you like least about reading class?
3. What do you like best when you are having a reading lesson with your teacher?
4. What do you like least when you are having a reading lesson with your teacher?
5. What work is the most difficult for you to do in reading class?

Appendix G

STUDENT INTERVIEW GUIDE

1. What do you like best about reading class?
2. What do you like least about reading class?
3. What do you like best when you are having a reading lesson with your teacher?
4. What do you like least when you are having a reading lesson with your teacher?
5. What work is the most difficult for you to do in reading class?
6. What work is the easiest for you to do in reading class?

Appendix H

STUDENT INTERVIEW SCHEDULE

1. What is reading?
2. Why do you do reading lessons in school?
3. During a reading lesson how does your teacher find out what you know about what you have read?
4. In what ways are you allowed to ask and answer questions?
5. Who do you think is the best reader in your group? What makes you think that _____ is the best reader?
6. Who has the most trouble reading in your reading group? What makes you think that _____ has the most trouble?
7. Who do you think is the best reader in your class? What makes you think that _____ is the best reader?
8. Who has the most trouble reading in your class? What makes you think that _____ has the most trouble?
9. Imagine that there is a new boy/girl in your class. (S)he doesn't know how to read but wants to learn how. (S)he wants to know what kinds of things help children learn to read. What would you tell her/him? If the student's response is, "I don't know", ask the following question. What is just one thing that you do that helps you learn to read?

Appendix I

TEACHER INTERVIEW GUIDE High-Achieving Students

Overview Statement: Please share your beliefs concerning how reading should be taught.

1. How do you structure your reading lessons for your high-achieving students?
2. How do you determine the structure of the discussion and who will participate during the reading lessons for your high-achieving students?
3. What are your ultimate reading instructional goals for your high-achieving students?
4. What difficulties do you experience with your high-achieving students during their reading lessons?
5. If you could change anything with regard to working with your high-achieving students what would it be?

Appendix J

TEACHER INTERVIEW GUIDE

Low-Achieving Students

1. How do you structure your reading lessons for your low-achieving students?
2. How do you determine the structure of the discussion and who will participate during the reading lessons with your low-achieving students?
3. What are your ultimate reading instructional goals for your low-achieving students?
4. What difficulties do you experience with your low-achieving students during their reading lessons?
5. If you could change anything with regard to working with your low-achieving students what would it be?

Appendix K
TEACHER INTERVIEW SCHEDULE, HIGH-ACHIEVING STUDENTS

I am going to read each statement to you. State the answer that corresponds to how appropriate you believe each instructional practice to be when teaching High-Achieving students.

<u>INSTRUCTIONAL PRACTICE</u>	<u>Appropriate</u>			<u>Inappropriate</u>	
	<u>Not</u>	<u>Barely</u>	<u>Somewhat</u>	<u>Mostly</u>	<u>Very</u>
1. Instruction should focus on comprehension skills.	A	B	C	D	E
2. Instruction should focus on decoding skills.	A	B	C	D	E
3. Instruction prior to reading should be done to assist pupils with decoding .	A	B	C	D	E
4. Pupils should be asked questions about the main ideas of a story and the author's purpose.	A	B	C	D	E
5. Pupils seldom should be asked questions that can be answered directly from the text.	A	B	C	D	E
6. Pupils should be given time for free reading every day.	A	B	C	D	E
7. Purposes for reading should be set by pupils.	A	B	C	D	E
8. Teachers should avoid involving pupils in choosing instructional reading activities.	A	B	C	D	E
9. Instruction prior to reading should be done to assist pupils with comprehension .	A	B	C	D	E
10. Instruction should focus on letters, sounds, and syllables.	A	B	C	D	E
11. Pupils should seldom work with their peers for comprehension reinforcement.	A	B	C	D	E
12. Instruction should focus on sentences, paragraphs, and entire stories.	A	B	C	D	E
13. Decoding skills need not be mastered before comprehension skills are taught.	A	B	C	D	E

(cont.)

Appendix K - continued

<u>INSTRUCTIONAL PRACTICE</u>		<u>Appropriate</u> <u>Not</u>	<u>Barely</u>	<u>Somewhat</u>	<u>Mostly</u>	<u>Inappropriate</u> <u>Very</u>
14.	Pupils seldom should be asked questions about the facts of a story.	A	B	C	D	E
15.	Pupils should be asked questions about details which support an idea (or ideas) in the story.	A	B	C	D	E
16.	Pupils should be provided opportunities to summarize or retell what they have read.	A	B	C	D	E
17.	Pupils should be given an opportunity to read books which they have self-selected.	A	B	C	D	E
18.	Teachers should not ask questions which require creative thinking.	A	B	C	D	E
19.	Teachers should not ask questions which require pupils to make analogies and categorizations.	A	B	C	D	E
20.	Pupils should work in highly structured materials.	A	B	C	D	E
21.	Purposes for reading should be set by teachers.	A	B	C	D	E
22.	Pupils should not be asked inferential and problem-solving questions.	A	B	C	D	E
23.	Pupils should be asked questions that cannot be answered from the text alone.	A	B	C	D	E
24.	Teachers should set goals and standards for pupils during their reading instruction.	A	B	C	D	E
25.	Pupils should be asked factual questions.	A	B	C	D	E
26.	Teachers should not correct pupils' oral reading errors before they reach the end of a sentence.	A	B	C	D	E
27.	Pupils should respond to reading passages by writing sentences or paragraphs.	A	B	C	D	E
28.	Pupils should be given opportunities to formulate their own questions about what they are reading.	A	B	C	D	E

Appendix L
TEACHER INTERVIEW SCHEDULE, LOW-ACHIEVING STUDENTS

I am going to read each statement to you. State the answer that corresponds to how appropriate you believe each instructional practice to be when teaching Low-Achieving students.

	<u>INSTRUCTIONAL PRACTICE</u>	<u>Appropriate</u>		<u>Inappropriate</u>		
		<u>Not</u>	<u>Barely</u>	<u>Somewhat</u>	<u>Mostly</u>	<u>Very</u>
1.	Instruction should focus on comprehension skills.	A	B	C	D	E
2.	Instruction should focus on decoding skills.	A	B	C	D	E
3.	Instruction prior to reading should be done to assist pupils with decoding.	A	B	C	D	E
4.	Pupils should be asked questions about the main ideas of a story and the author's purpose.	A	B	C	D	E
5.	Pupils seldom should be asked questions that can be answered directly from the text.	A	B	C	D	E
6.	Pupils should be given time for free reading every day.	A	B	C	D	E
7.	Purposes for reading should be set by pupils.	A	B	C	D	E
8.	Teachers should avoid involving pupils in choosing instructional reading activities.	A	B	C	D	E
9.	Instruction prior to reading should be done to assist pupils with comprehension.	A	B	C	D	E
10.	Instruction should focus on letters, sounds, and syllables.	A	B	C	D	E
11.	Pupils should seldom work with their peers for comprehension reinforcement.	A	B	C	D	E
12.	Instruction should focus on sentences, paragraphs, and entire stories.	A	B	C	D	E
13.	Decoding skills need not be mastered before comprehension skills are taught.	A	B	C	D	E

(cont.)

Appendix L

<u>INSTRUCTIONAL PRACTICE</u>		<u>Appropriate</u>		<u>Inappropriate</u>		
		<u>Not</u>	<u>Barly</u>	<u>Somewhat</u>	<u>Mostly</u>	<u>Very</u>
14.	Pupils seldom should be asked questions about the facts of a story.	A	B	C	D	E
15.	Pupils should be asked questions about details which support an idea for ideas in the story.	A	B	C	D	E
16.	Pupils should be provided opportunities to summarize or retell what they have read.	A	B	C	D	E
17.	Pupils should be given an opportunity to read books which they have self-selected.	A	B	C	D	E
18.	Teachers should not ask questions which require creative thinking.	A	B	C	D	E
19.	Teachers should not ask questions which require pupils to make analogies and categorizations.	A	B	C	D	E
20.	Pupils should work in highly structured materials.	A	B	C	D	E
21.	Purposes for reading should be set by teachers.	A	B	C	D	E
22.	Pupils should not be asked inferential and problem-solving questions.	A	B	C	D	E
23.	Pupils should be asked questions that cannot be answered from the text alone.	A	B	C	D	E
24.	Teachers should set goals and standards for pupils during their reading instruction.	A	B	C	D	E
25.	Pupils should be asked factual questions.	A	B	C	D	E
26.	Teachers should not correct pupils' oral reading errors before they reach the end of a sentence.	A	B	C	D	E
27.	Pupils should respond to reading passages by writing sentences or paragraphs.	A	B	C	D	E
28.	Pupils should be given opportunities to formulate their own questions about what they are reading.	A	B	C	D	E

Appendix M

January 18, 1988

Dear _____:

During the winter and spring of 1988, I will be researching how high- and low-achieving fourth-grade students compare in their attitudes toward reading. As part of this research, I need to observe high- and low-achieving fourth-grade students during reading instruction, and conduct interviews with these students and you.

All of the data gathered through the classroom observations and interviews will remain confidential. Even though these data will be used in my dissertation, neither your nor the students' names will appear. Furthermore, information gleaned from the classroom observations will not be shared with your building principal and will remain completely separate from the _____ Public Schools' teacher observation and evaluation procedures.

According to the policies of the _____ Public Schools, I need your written permission to conduct the classroom observations and interviews for this research. If you agree to allow me to conduct this research in your classroom, please mark the permission form "yes" and sign it. Because I am operating under demanding timelines, I would appreciate your returning this signed form to me by January 20, 1988. Thank you for your assistance and cooperation.

Sincerely,

Peter L. McCallum
Supervisor of Elementary Education

Public
Schools

I agree to allow Mr. McCallum to conduct his research in my classroom providing the guidelines presented in the above letter are followed.

Yes _____ No _____

Teacher signature _____

Appendix N

January 18, 1988

To the parent(s)/guardian(s) of _____:

My name is Peter McCallum and I work for the _____ Public Schools as a supervisor of elementary education. I am researching how students from different fourth-grade reading groups compare in their attitudes toward reading. To do this, I need to conduct brief interviews with some of the fourth-grade students at your child's school. The students interviewed will be selected at random and will be interviewed by me in or near their classrooms. In addition, I need to examine student records to obtain standardized test scores. These scores will assist me in comparing the attitudes toward reading that students in different reading groups have. None of the names of the students who participate in this research will appear on any form or in any written report. Your child will remain completely anonymous.

According to the policies of the _____ Public Schools, I need to obtain written permission for your child to be considered as an participant in this project. If you would like your child to participate, please mark the attached permission form "yes", sign it, and return it to me. If you do not want your child to participate, please mark the form "no", sign it, and return it to me. An addressed and stamped envelope is included for your convenience.

Because I am operating under strict time limits, I would appreciate your returning the signed form to me by January 27, 1988. If you would like to talk to me about this research, please leave a message at _____ extension____ and I will return your phone call. Thank you for your assistance and cooperation.

Sincerely,

Peter L. McCallum
Supervisor of Elementary Education

Public
Schools

Appendix N- continued

I give permission for my child _____ to participate as an interviewee in this project and for standardized test score data to be obtained from his/her permanent records. I understand that my child's name will not appear in any manner in this research and that all information will remain confidential.

Yes _____ No _____

Parent/guardian signature _____

ARTIFACT ANALYSIS SHEET

Teacher _____ Group level and classification _____

[illegible]

Appendix P**PROTOCOL VI**
High Achieving Reading Group
March 25, 1987

1 10:05 - The teacher is beginning to read a chapter from the Island
2 of the Blue Dolphin as the pupils have gathered around her. She
3 is seated in front of a portable board and is flanked by pupils on
4 three sides. As she reads, her voice fluctuates to emphasize points
5 of drama in the storyline. The pupils appear to be enraptured
6 with the plot. Kevin leans forward with his chin resting on and
7 cradled in his hands. Claudia's and Earl's eyes are riveted on the
8 teacher and Henry's legs shake rhythmically as the story is being
9 read. Only the teacher's voice is heard during the oral reading.

10 At the end of the first passage the teacher stops, gazes
11 around the room, smiles conspiratorally and asks, "What do you
12 think that she (main character) needs to do next?" Kevin
13 responds quickly before anyone else has the opportunity to break
14 the silence. His voice is tremulous with excitement, his eyes are
15 wide open with eagerness, and his response is delivered with
16 confidence. "I think that she needs to escape the island because of
17 her fight for survival against the wild dogs."

18 This answer lingers in the air for approximately nine
19 seconds before the teacher responds as if addressing the entire
20 group. Her words are delivered in a soft yet deliberate tone of
21 voice. She surveys the group as she speaks. "You know, one of the
22 good and useful things you can learn from this book is the
23 survival skills it teaches."

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