Middle School Language Arts Teachers
as Readers

A Dissertation Presented to the
Faculty of the College of Education
University of Houston

In Partial Fulfillment
of the Requirements for the Degree

Doctor of Education

by

Margaret A. Hale

December, 2011

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Abstract

In today's fast-paced world, it is important that adolescents develop a reading habit.
This need to encourage adolescent readers to develop reading habits is underscored by the
results of the Organisation for Economic Co-operation and Development's (OECD) 2009
Program for International Student Assessment (PISA). In its Executive Summary, the OECD
emphasized the need for qualified teachers in all schools. The need for qualified teachers is
mirrored in the United States' federal standards for teachers and standards outlined by
various English/language arts professional organizations.

The purpose of this study was to describe the reading attitudes, habits, and behaviors
of middle school language arts teachers. This study adds to existing research that describes
the reading habits, behaviors, and attitudes of in-service teachers by focusing specifically on
teachers of middle school language arts. The researcher describes the reading habits,
behaviors and attitudes of those teachers to demonstrate whether or not the population of
teachers meets the criteria published by professional organizations for what characterizes an
accomplished teacher of language arts. In addition, the researcher describes relationships
between the reading habits, attitudes and behaviors of middle school language arts teachers
and level of education, route to teacher certification, and years of experience.

The participants for this study were drawn from the population of middle school
language arts teachers in a suburban school district outside Houston, Texas. The participants
completed a researcher-developed survey of 17 items covering two components. The data
were analyzed to determine mean scores for each of the two components. Further analysis

was conducted using a multivariate analysis of variance (MANOVA) to determine any relationships between the independent and dependent variables.

Results of the study indicated that while a large number of the respondents from all categories indicated they enjoy reading and read often, few of the respondents read professionally from the selected journals. The MANOVA indicated that education level is a significant predictor of the professional journal reading habits of teachers but neither route to certification nor years of experience significantly predict reading motivations and attitudes or professional journal reading habits.

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CHAPTER ONE

INTRODUCTION

Introduction

In today's fast-paced world, a world in which we are surrounded by texts of all different varieties, from pages on Facebook to tweets received via Twitter, from electronic to print magazines, as well as the many literary genres available to readers, it is more important than ever that adolescents develop a habit of reading. By developing a strong habit of reading, our students will be better able to navigate the immense world of texts that will confront them when they leave our schools. As Mour (1977) wrote, "One of the frequently stated goals of reading instruction is the development of a lifetime habit of reading" (p. 397). The question, though, is how do we as language arts teachers help our adolescent readers to develop the important habit of reading such that it remains with them throughout life.

This need to help adolescent readers develop a habit of reading is made more important when looking at the Organisation for Economic Co-operation and Development's (OECD) results from the 2009 Program for International Student Assessment (PISA). The PISA is a standardized assessment developed cooperatively by participating countries and administered in those countries to between 4,500 and 10,000 15-year old students in each participating country. The results from the 2009 administration show that the United States ranks 17th in reading among the 64 participating countries.

The OECD (2010) states in its executive summary of the 2009 PISA that, "mastering strategies that assist learning, such as methods to remember and understand or summarise

texts and reading widely, are essential if students are to become proficient readers. Practicing reading by reading for enjoyment is most closely associated with better outcomes when it is accompanied by high levels of critical thinking and strategic learning" (p. 12). These results and comments from the OECD highlight the need for language arts teachers to help their students become habitual and wide readers.

The OECD's (2010) Executive Summary also emphasizes the need for qualified teachers in all schools, not just the socio-economically advantaged schools. In the United States, highly qualified teachers are considered a priority by the federal government. President Barack Obama (2011), in his January, 2011 State of the Union address spoke of the Race to the Top competition launched by the federal government. In this competition, school districts compete for federal dollars by demonstrating "innovative plans to improve teacher quality and student achievement." In the speech, Obama stated that Race to the Top "has led over 40 states to raise their standards for teaching and learning." He continued by asserting that "after parents, the biggest impact on a child's success comes from the man or woman at the front of the classroom." Obama's assertion is supported by research conducted by Ferguson (1991) from which he was able to conclude, "skilled teachers are the most critical of all schooling inputs" (p. 490). Further support is provided by the research of Snow et al. (1989), who found similarly that good instruction was a more powerful force on the academic success of students than either parents or the socioeconomic status of the family.

Arne Duncan (2009), Secretary of Education, spoke earlier of the importance of effective teachers in a speech to the National Education Association. He declared that "Our challenge is to make sure every child in America is learning from an effective teacher — no matter what it takes" (p. 5). The federal government's definition of an effective teacher, as

defined in the July 29, 2009 edition of the Federal Register, is one "whose students achieve high rates (*e.g.*, at least one grade level in an academic year) of student growth (as defined in this notice)" (p. 37811). Student growth is further defined as change in achievement data between two points in time, and achievement is then linked to student scores on states' assessments.

Prior to these definitions of effective teachers, the George W. Bush administration, as part of the No Child Left Behind Act (No Child Left Behind [NCLB], 2002), mandated that states ensure their teachers were highly qualified by a 2005 deadline. Under the Bush administration and NCLB requirements, to be considered highly qualified, a teacher must 1) have a bachelor's degree, 2) have full state certification or licensure, and 3) prove that they know each subject they teach. More specifically, for middle and high school, teachers had to prove that they understood the subjects they were teaching. This could be accomplished by having a major in that subject, having the equivalent credits to a major in the subject, passing a state's certification test for that subject, having a graduate degree in any subject, or having a combination of teaching experience and knowledge in the subject gained over time in the profession.

The National Board for Professional Teaching Standards (2003), a nonprofit organization whose mission is to "advance the quality of teaching and learning" (p. 3) outlines numerous beliefs about the qualities of accomplished language arts teachers of adolescents. One of these qualities is that "accomplished teachers ground instruction in their knowledge of . . . literature" (p. 13). Highly effective teachers of language arts, then, must have knowledge of literature. To have a knowledge of literature, teachers of language arts must read. NBPTS also posits "accomplished teachers themselves are well read" (p. 13).

This requirement goes one step further than a knowledge of literature. To be well read, a person must read from a variety of genres such as fiction, nonfiction, young adult literature, magazines, web pages, and blogs. Finally, the NBPTS believes that "accomplished teachers know a wide range of high-quality texts" (p. 13). This is not to say that what many would classify reading for pleasure is off limits for accomplished teachers of language arts, but it does imply that those teachers go a step further in their reading experiences. This is crucial because, as Rexford Brown (1993) has noted, a classroom is only as literate as the teacher in the classroom.

The National Council of Teachers of English (NCTE), a major professional organization for English teachers, issued recommendations for effective adolescent literacy instruction in its publication *Adolescent Literacy: A Policy Brief by the National Council of Teachers of English* (2007). The third recommendation in this policy brief suggests that effective instructors of adolescents care about students and love to read and write. A second document published by NCTE, *Guidelines for the Preparation of Teachers of English Language Arts* (2006), outlines elements necessary for a successful program of English Language Arts teacher preparation. Within this document, NCTE posits that a characteristic of an effective English teacher is an enthusiasm for all aspects of language arts, including reading.

The International Reading Association (IRA) has published documents and policy briefs with similar expectations for effective English and reading teachers. Their revised *Standards for Reading Professionals* (2010) serves as a guide for institutions to use in preparation of educators in the field of reading. Within this guide, IRA explains in Standard 6.2 that candidates "display positive dispositions related to their own reading and writing and

the teaching of reading and writing . . ." (p. 31). The *Standards for Reading Professionals* further describe candidates in this as area as ones who "display positive reading and writing behaviors and serve as models for their students" (p. 49).

Why is it so important for language arts teachers to be wide readers? Because as Mour (1977) believes, teachers transmit the habit of reading through modeling. The NBPTS (1993) supports this idea by stating, "accomplished teachers promote the personal dimension of reading through such means as sharing their love of literature" (p. 39). Language arts teachers are often one of the few models of reading that students today have in their lives. To effectively build a lifelong habit of reading within those students, language arts teachers must serve as models of wide reading.

Many would expect that language arts teachers are naturally readers. They teach English and reading thus they are readers. Some research has indicated that this is not always the case. As Burrows (1958) writes, "teachers as a group were not any more outstandingly active as readers when compared to the general population" (p. 254). More specifically, teachers of English language arts and reading have also been characterized as unenthusiastic readers. Nathanson, Pruslow and Levitt (2008) found in their survey of seven hundred eighty-eight new and/or prospective literacy instructors and special education teachers enrolled in graduate courses that only 47% of the participants indicated that they were enthusiastic to highly enthusiastic readers. Because veteran teachers were excluded from the sample surveyed, the authors suggested "that further research should involve these more experienced teachers to ascertain the extent of their reading habits and attitudes" (p. 320).

Hughes (1991) conducted a study to ascertain specifically the professional reading habits of both elementary and secondary language arts teachers. Based upon her research, Hughes found that fewer than 47% of the teachers spent more than 30 minutes per week reading professional journals. Additionally, 8.29% indicated that they did not read professional education journals at all.

As a teacher of middle school language arts, I have spent many hours reading and looking for books to interest my students, and many additional hours reading for my own pleasure. In speaking with colleagues, however, I have been surprised to learn that some of them rarely read. Working as a literacy coach in a middle school, I agreed to host an after-school book club for faculty members at the request of several of the teachers in the school. I set up the meetings, printed flyers and posted them around the school, and then the date for the first meeting arrived. I was shocked when none of the 15 teachers who attended was a language arts teacher. Math teachers came. Science teachers came. But not one language arts teacher. I began to wonder how this could be. Was the typical middle school language arts teacher a wide reader or not? This led to my interest in describing the reading attitudes and habits of middle school language arts teachers. Do middle school language arts teachers read widely, share a love of literature with their students, and have knowledge of literature? This study addresses my interest in these questions.

Need for the Study

Because of the many texts that will surround our current students in their lives, and the need for them to be able to read and comprehend those myriad texts, there is a strong need for teachers of language arts to instill in their students a lifelong habit of reading. In addition, the requirements by both individual states and the federal government to ensure that

students in public schools are taught by highly qualified teachers necessitates information describing the characteristics and qualifications of teachers already working as teachers of language arts.

To gain information showing whether current teachers of language arts are indeed highly qualified, the researcher first examined the standards for effective language arts teachers developed by various professional organizations. Then the researcher surveyed language arts teachers to determine if the respondents met the criteria specifically related to wide and avid reading that are part of the standards for effective language arts teachers.

Research Questions

Inasmuch as the purpose of the study was to describe the reading attitudes, habits, and behaviors of middle school language arts teachers, the study addressed the following research questions:

Research Question One. What are the reading motivations, attitudes, and professional journal reading habits of middle school language arts teachers?

Research Question Two. Do the reading motivations and attitudes, and professional journal reading habits of middle school language arts teachers vary as a function of years of experience, route to certification, memberships in professional organizations, and level of education?

Definition of Terms

For the purpose of the study, the following definitions were used:

21st Century Literacies. According to the National Council of Teachers of English (NCTE, 2008), 21st century literacies include a range of activities from reading texts online to participating in virtual classrooms.

Adolescent Literature. Adolescent literature is also commonly called young adult literature. Nilsen and Donelson (2009) define young adult literature as "anything that readers between the approximate ages of twelve and eighteen choose to read either for leisure reading or to fill school assignments" (p. 3).

Affective Aspects of Reading. The affective aspects of reading made up of reading attitudes and reading motivation. Cramer and Castle (1994) explain that these affective aspects of reading are: "equal in importance to cognitive aspects" (p. 3).

Classroom Libraries. The collections of books maintained by teachers in their own classrooms from which students may select books to read.

Standards for Educators. Standards for educators are expectations developed by professional organizations such as the National Council of Teachers of English (NCTE) and the International Reading Association (IRA) that describe the qualities requisite of an effective teacher in the field of language arts.

Professional Reading. The reading an educator does to stay current in the profession. This reading can come from professional books and/or journals published by various professional organizations. These include journals such as *English Journal*, *Journal of Adolescent and Adult Literacy*, and *Educational Leadership*.

Reading Motivation. The desire and choice to participate in literacy tasks. Guthrie and Wigfield (2000) state that "reading motivation is the individual's personal goals, values, and beliefs with regard to the topics, processes, and outcomes of reading" (p. 405).

Significance of the Study

In the current world of education, schools and districts are pressured to ensure that their classrooms are staffed with highly qualified teachers. In addition, professional

organizations such as the National Board for Professional Teaching Standards (2003) expect accomplished language arts teachers to "encourage lifelong reading habits in their students" (p. 37). These expectations create a need to know what kinds of teachers currently populate those language arts classrooms.

This study sought to add to the existing research that describes the current reading habits, behaviors, and attitudes of in-service teachers by focusing specifically on teachers of middle school language arts. The researcher attempted to describe the reading habits, behaviors and attitudes of those teachers as a way to demonstrate whether or not the population of teachers met the criteria published by organizations such as the NBPTS, NCTE, and IRA for what characterizes an accomplished teacher of language arts. In addition, the researcher attempted to describe any relationships between the reading habits, attitudes and behaviors of middle school language arts teachers and years of experience, memberships in professional organizations, level of education, and route to teacher certification.

To help ensure that adolescents develop reading habits in middle school language arts classrooms, this study attempted to determine whether students are learning from what Arne Duncan (2009) called effective teachers. By improving teacher quality as President Obama (2011) stated in his State of the Union address and as recommended in the Race to the Top competition, we can help ensure that middle school language arts teachers are the "nation builders" Obama (2011) described.

CHAPTER TWO

REVIEW OF THE LITERATURE

"Reading maketh a full man, conference a ready man, and writing an exact man."
(Bacon, *Of Studies*)

Much has been made over the years of the need for schools to produce students who can read and who choose to read. As long ago as 1597, Sir Francis Bacon wrote of the need for people to read because reading is what makes a well-rounded person. Yet with all of the pressure for teachers to create lifelong readers in their students, how are they to do so?

Researchers have long studied the importance of language arts teachers as readers, the amount of reading in which teachers engage, how a teachers' enthusiasm for reading influences their students, and the effect of teachers' reading habits on reading achievement in their students. These teacher characteristics are important in helping their students become lifelong readers, but the question remains, are teachers really readers themselves?

Chapter Two will include these main topics: why teachers should be readers; reported reading habits of the general public and of teachers; what the national standards for language arts say about teachers as readers; student motivation and engagement for reading; and 21st century literacies.

The Need for Teachers who Read

> "We cannot give them what we do not have. We cannot share
> what we do not care for deeply ourselves. If we prescribe
> books as medicine, our children have a perfect right to refuse
> the nasty-tasting spoon."
>
> (Paterson, 1981, p. 17)

As far back as 1936, some educators in the English education community saw the need for students to understand the pleasure that can be found in reading. In 1936, Dora V. Smith, whose love of books for both children and adolescents was strong, became disenchanted with the typical English curriculum then found in American schools. She wrote of the need for teachers to teach reading and literature in a more natural way, by approaching it as readers do in the real world. Smith herself epitomized a love of reading—so much so that during her sabbatical year she traveled around the world searching out children's books that portrayed kids reading.

Smith also developed a love of literature for adolescents, a category in which the books were then referred to as junior novels. Her interest in adolescent literature arose because she felt that many English teachers spent too little time taking into account the reading interests of adolescents and instead taught literature using more canonical texts often found in college literature courses. In attacking this problem, Smith developed the first course in adolescent literature at the University of Minnesota. Her goal was to provide aspiring English educators with a background in adolescent literature that would add to the knowledge they gained in their standard English department courses.

Smith's love of books seemed evident in her adolescent literature course. Former students have described her coming to their Saturday class with a cartful of books—so many books that her assistant had to help her transport them to the classroom. Her hands-on

approach required that she use the volumes of adolescent literature in her teaching, and every week students were expected to take a stack home and read them in preparation for the next week's lesson. In addition to generating interest in adolescent literature, Smith also developed lengthy lists of books for the children's and adolescent literature courses she taught. The lists were filled with titles of books from a variety of genres including plays, essays, novels, biographies and short stories, further highlighting her own knowledge of literature that would appeal to students.

In the 1940s, another pioneering female English educator, Lou LaBrant, provided a model of the lifelong learning and wide reading she believed should be a part of every English teacher. LaBrant, a former president of the National Council of Teachers of English (NCTE), described her childhood as one full of reading. Her father expected her to read and was a reader himself, and they spent much time discussing their reading—experiences that created a foundation for her later beliefs about children and reading.

LaBrant was not shy about sharing her beliefs about the teaching of reading. The executive secretary of NCTE from 1960-1967, James Squire, as cited in England and West (1991), reported that at an NCTE conference held sometime in the late 1930s, LaBrant responded to a teacher's question about how any English teacher could ever read all the books necessary to support her students' wide reading by stating, "Well, if you haven't read the books, you ought to take a year off and go home and read them so you're fit to be an English teacher" (p. 147). This statement conveyed LaBrant's strong conviction that teachers of reading should be readers themselves.

Harry K. Hutton (1960) took the notion of teachers as readers one step further when he wrote of the need for professors to be readers as well. In his opinion, professors should

be models of reading for their students and should read both widely and regularly. He used as a rule of thumb the length of time spent at meals as a gauge for how much time professors should spend reading, and he suggested reading from a variety of areas ranging from humor to psychology.

Not only should teachers have a desire to continue their reading habits, but they should be lifelong readers as well. Based on the notion that children mimic the behaviors they see in the adults who are important to them, Mour (1977) asserted that teachers who read widely and habitually serve as positive models of reading whereas teachers who do not read as much serve as less favorable models for their students.

In looking at reading as a commodity, Smith, Otto and Hansen (1978) suggested that teachers should be consumers of reading and should consider it one of the most important commodities or products that they can turn around and sell to their children. They believed that anyone entering the teaching profession should hold reading in high esteem and should use it every day in their regular lives.

John Manning (1979) agreed with the philosophy that teachers of reading should be readers. He explained further that not only do teachers need to read, but that it is also incumbent upon them to encourage students to read both quality children's literature as well as higher quality English literature depending upon their age.

Soon after, Dixie Lee Spiegel (1981) compared a teacher's job to a salesperson's job. Spiegel explained that in order to get kids to enjoy reading, teachers must sell the idea to them. However, it is difficult to sell a product that you don't believe in yourself. For this reason, reading teachers need to genuinely enjoy reading themselves, and they need to be

able to share that enjoyment with their students, otherwise they will not be able to convince their students that their product is worth purchasing.

Filandro (1981) conducted a study of twenty-two fifth-graders to investigate the correlation between reading motivation and reading achievement. Based upon the data he collected which showed a substantial positive correlation between reading motivation and reading achievement, Filandro concluded that the teacher can play a role in increasing student motivation. Teachers can contribute to student reading motivation by allowing students to see the teacher reading and enjoying books and by displaying both enthusiasm and optimism toward the act of reading.

Lifelong readers are not likely to emerge from classrooms where the teacher is not a reader. Baker (1982) discussed the fact that there is a probable correlation between the literacy behaviors of teachers and the reading behaviors their students develop. When teachers serve as literate models for their students they often positively influence the students' reading behaviors.

Wooten (1983) attempted to describe the relationship between teacher and student attitudes toward reading. She also examined the influence that teacher and student attitudes toward reading had on the amount of free reading in which students engaged. Wooten was interested in describing the possible relationship between teacher attitudes toward reading and the reading behaviors and attitudes of their students.

To conduct the study, Wooten recruited twenty-five teachers of seventh grade language arts classes in the Winston-Salem/Forsyth County, North Carolina public schools. Those twenty-five teachers participated along with the students in their first period seventh grade language arts classes which totaled 427 students. To gather data, Wooten utilized

several methods including the Estes Attitude Scales, a researcher-developed Reading

Attitude Survey, reading record cards completed by the students, and teacher-completed

teaching strategies checklists.

Based upon her analysis of the data, Wooten concluded that no significant correlation

existed between the teacher and student attitudes toward reading. However, there was very

little variance in teacher scores with twenty of the twenty-five teachers scoring high in terms

of reading attitude. Thus, the variance in the class means of reading attitude scores could not

be attributed to teacher attitude in this particular study.

In her recommendations for further research, Wooten suggested the need for more

research into the relationship between teacher and student attitudes toward reading.

Additionally, Wooten stressed the need for the development of a specific instrument for

measuring teacher attitude toward reading as well as teacher attitude toward the teaching of

reading in an effort to gain more insight into ways to improve student attitudes toward

reading.

Gray and Troy (1986) concurred with Baker's assertion that teachers' reading

behaviors impact their students' reading behaviors. They theorized that teachers who

disliked reading would not be well equipped to usher students toward an interest in or a

desire to read. Gray and Troy cited the importance of teachers reading widely and from

multiple genres as a way to motivate their students to do the same.

The reading behaviors of renowned children's author, Bill Martin, Jr., were definitely

impacted by one of his elementary school teachers, Miss Davis. Martin (1987) wrote that

Davis was able to infuse in her students a desire to learn, and she saw the important

differences between student achievement and life. Martin's teacher never talked about these

differences, but she embodied them in her own life. It wasn't so much her opinion of reading, but rather the way she lived her life that conveyed to her students the importance of books and of reading.

Jane Hansen (1987) continued to explore the idea of teachers reading. In her book *When Writers Read*, she explored the differences among teachers' reading behaviors. Hansen posited that when teachers love reading so much that they are able to find time to read regardless of what else is going on, they may have an easier time getting students enthused about reading than teachers who do not enjoy reading as much.

In *The Unschooled Mind: How Children Think and How Schools Should Teach* (1991), Howard Gardner discussed why it is that children read. His belief was that children do not read simply because they are told to read, or even ordered to read. Children read because they have adult models of reading for pleasure all around them. These models of reading enjoyment are what spur children to read. In addition, when they see adults who use reading in productive ways and for their own purposes, children's desire to read themselves increases.

Wayne Otto (1992) believed that reading teachers should read because, "Reading in a context where reading is valued for its own sake begets reading" (p. 319). In the same vein, Carolyn Andrews-Peck and James Rycik (1992), typify teachers who are well suited in guiding readers as those who read themselves. Additionally, these teachers have a solid understanding of the strategies and requirements necessary in reading. The authors further suggest that one element of the continuing education of literacy professionals should be opportunities to read and reflect because these kinds of activities will facilitate the induction of their students into the literacy club.

Mangieri and Block (1994) expanded on the idea of teachers as readers. They extended the idea saying that in addition to being readers, teachers should also be the experts within the classroom community. Likewise, in order to be a successful teacher, a teacher must have the ability to make sound instructional decisions at the precise moment of teaching; sound instructional decisions cannot be planned and scripted before the actual teaching occurs. In order to accomplish this, teachers must be thoughtful and insightful in addition to knowledgeable.

In describing how her own reading attitude changed from simply being able to read and then learning to love reading in sixth grade, Castle (1994) credited the change to her sixth grade teacher, Mrs. O'Neil. Castle described Mrs. O'Neil as always having a book nearby, in her hand or on her desk, and as a true lover of reading. She recalled no formal instruction delivered by her teacher, but she does remember how Mrs. O'Neil seemed to know anything and everything about all of the books she had read. Based in part on this memory of Mrs. O'Neil, Castle posited that teachers lead by example, and the examples they set influence how their students ultimately view reading. She goes on to write that she can, "think of no more powerful way for teachers to foster a love of reading than to read to, with, about, and in front of children" (p. 147).

Cramer (1994) echoed that sentiment when he wrote, "If teachers want students to become avid readers, teachers must become avid readers" (p. 127). However, students need more positive models of reading than only their teachers. Cramer and Castle (1994) suggested that teachers seek out other positive models of reading such as popular culture icons including sports figures and entertainers. They encouraged the use of posters of these adults reading as a way to positively influence students' reading attitudes.

Real readers read for many different reasons—for pleasure, to learn, to stay informed. Making students aware of the many different purposes for our own reading as teachers shows them that we value the different reasons they might choose to read. In addition to providing strong models for our students, though, Routman (1996) discussed the importance of teachers reading as a way to stay abreast of new research. Just as people working in other professions such as medicine, law, engineering, or information technology, must continue their own learning, so should teachers. Although teachers, and people in general, often have difficulty finding the time to read, as Daniel Pennac (1992) wrote, "The issue is not whether or not I have time to read (after all, no one will ever give me that time) but whether I will allow myself the joy of being a reader" (p. 146).

For many middle school English teachers, teaching reading means teaching specific pieces of literature, the literature required by the curriculum. However, teaching literature does not necessarily ensure students will become lifelong readers. Neither does answering long lists of multiple choice or short answer questions about a piece of literature. In the real world, readers do not rush out to find questions they can answer about books they have finished reading. Rather, they spend their time reflecting on the book and talking about the book with others.

Atwell (1998), in her much-read book *In the Middle*, talked about coming to this realization herself. After implementing writing workshop in her middle school classroom, she began to look at her reading class and realized that she was making all the choices and giving the students all of the information. She was teaching the literature instead of teaching her students. When she began to consider ways to make her reading class parallel her writing workshop, she realized that she needed to let her students see who she truly was as a reader.

When teachers teach literature instead of teaching their students, their students do not get the opportunity to see their teachers as readers; they only see their teachers as lecturers or disseminators of information. Atwell found that when she began allowing time in class for her students to read books of their own choosing, they began to develop a habit of reading for pleasure, a habit that does not happen by chance. In order to develop a habit of reading for pleasure, students need time to read, the opportunity to choose what they want to read, and a good model of real-world reading as their teacher.

In a phenomenological study conducted by Hawkins (2001), the researcher sought to inform current literacy education practices by learning from teachers who are considered exemplary in the field of emergent literacy. Hawkins studied the experiences as well as the perceptions of five exemplary teachers of emergent readers and writers. In her study, she focused on their own literacy learning and teaching, relating it to what they considered to be the most meaningful lessons of their lives.

To conduct the study, the five teachers were selected based upon recommendations by their colleagues and supervisors who felt these teachers were on the cutting edge in terms of literacy curriculum and instruction. Each of the teachers is considered a regional leader in the field of literacy education. The range of years in which the participants entered first grade themselves stretches from 1929 all the way to 1950, but there was homogeneity among them in that they all were white females. To collect data for the study, Hawkins conducted three formal interviews with each of the five participants, conducted observations of the teachers in both teaching and learning experiences, and carried out document analysis of relevant artifacts.

In the interviews, as the participants talked about their experiences with books and the role books played in their literacy learning, all five of the teachers discussed favorite books from their childhoods. Four of them mentioned the Nancy Drew series as being their favorites, and one mentioned *Little Women* as a favorite book. In their discussions, it became apparent to the researcher that the books they mentioned as important to them (in addition to their favorites) symbolized important relationships and memories of special times and places in their lives.

Additionally, one of the over-arching findings Hawkins articulates in her conclusion is that, "relationships are the most important elements in the teaching and learning process" (p. 74). The books these teachers mentioned symbolized those relationships, with family members, teachers, and mentors, illustrating the idea that teachers who build relationships with their students and model a love of reading are using the strategies used by exemplary teachers of literacy.

A qualitative study conducted by Brooks (1999) explored the idea that in order for teachers to be effective teachers of reading and writing, they must be confident and avid readers and writers themselves. The study was part of a larger five-year research project that was conducted by the Center on English Learning and Achievement (CELA) based at the University of Albany, State University of New York. For the study, Brooks chose twenty-one fourth grade teachers from the five states of California, New Hampshire, New Jersey, New York, and Texas. These teachers were nominated as effective reading and writing teachers by either their principals or language arts supervisors.

Phase One of the study involved interviews with the initial twenty-one teachers. Based upon the data collected from Phase One, Brooks then selected four teachers from the

original sample and conducted cross-case analyses of their interviews as well as observational field notes. Brooks had teachers respond to several open-ended questions, the first of which was how did they describe themselves as readers and writers.

After analyzing the data from this question with the initial twenty-one participants, Brooks noted several findings. First, most of the teachers interviewed considered themselves to be confident and avid readers. Second, the main purpose for reading for the majority of the teachers was to get lost in a story or to be entertained. Third, the main types of reading preferred by the majority of the group were non-education magazines, mysteries, children's books, and books about self-empowerment. Fourth, most of the teachers interviewed reported that they frequently read outside of school for pleasure with some indicating that they read every day, others that they read on weekends and vacations, and others that they read over summer vacation. Finally, of the twenty-one teachers, six of them reported reading regularly from professional materials.

Brooks concluded that based upon the research from the initial twenty-one teachers as well as from the four who were selected for cross-case analysis, all of the teachers are different kinds of readers. They read for different reasons, but most importantly, they all consider themselves readers. The four case study teachers all believed that because of their own reading experiences, they were better able to empathize with students about their reading experiences. For example, the teachers knew based upon their own reading experiences, that it was important to choose books for their classroom libraries that were of personal interest to students. This research by Brooks supports the importance of teachers of reading being readers themselves because of the exemplary teachers he studied, Brooks found that all considered themselves to be confident and avid readers.

In describing effective reading teachers, Dreher (2003) characterized them as wanting to read and enjoying the act of reading. In addition, Dreher believed that these teachers used strategies in their reading. In turn, the teachers relied on these characteristics in their interactions with their students, which eventually turned their students into engaged readers.

Frank Smith (2004) continued this line of thinking. His belief was that children need to have many models of people using the written language for meaningful and authentic purposes. By viewing these models, children will themselves begin developing the habit of using written language authentically, and then they, too, can become members of what he calls the literacy club. His philosophy applies not only to children, but to young adults and adults as well.

In a qualitative study conducted by Poppe (2005) to investigate the phenomenon of pleasure reading in fourth and fifth grade students, Poppe interviewed parents and teachers of the students as well in an effort to triangulate the data gathered from student interviews. One of the teachers interviewed stated that she believed modeling pleasure reading for her students to be a worthwhile activity. She explained that by reading the same books her students are reading, it shows them that the books don't only appeal to students, and also that when her students see her reading a book, it fuels the students' desire to read that same book.

Block and Mangieri (2009), in conducting research for their book *Exemplary Literacy Teachers: What Schools Can Do to Promote Success for All Students*, solicited descriptions from directors of literacy instruction from around the world of their best literacy teachers in their respective districts. The authors then utilized case study point-by-point Delphi procedures to analyze effective instruction in action in grades K-12. Based upon that, 1,691 characteristics of teaching expertise were articulated and then categorized into 483

categories. Noted researchers from the United States then cross-validated all of the data, at which point the authors encapsulated the qualities per grade levels.

Based upon their research and the qualities they found, Block and Mangieri (2003) wrote that secondary literacy teachers are different from elementary literacy teachers in that they must constantly share their own lives as readers and writers, much more so than at any of the previous grade levels. This is because secondary literacy teachers lead by doing. This is demonstrated by the fact that exemplary secondary literacy teachers live up to the same high literacy standards that they expect of their students. One of the leaders in the Block and Mangieri (2003) study explained that every student in her class not only knew that the teacher expected them to read, but that the teacher read as well. These exemplary secondary literacy teachers serve as strong models of literacy for their students.

Cowern (2004) conducted a study in an effort to describe the literacy practices used by K-5 Teachers of the Year from central Florida in the school year 2004-2005. Cowern's goal was to develop a literacy profile of this select group of teachers from four of central Florida's school districts. Specifically, she chose to focus on the extent to which these teachers indicated their use of certain literacy practices shown to be exemplary in the research of Block and Mangieri (2003).

Cowern's sample was selected from a population of teachers of the year for the school year 2004-2005 at two hundred ten public elementary schools in four central Florida counties. The schools were all regular education public schools that included at least some grades in the K-5 range. The instrument used for data collection was the National Exemplary Literacy Teacher Assessment (NELTA) developed by Block and Mangieri (2003). The data analysis method utilized in the study was descriptive statistics.

In regards to domain 2 of the NELTA, motivation, which are the actions a teacher takes to increase students' desire to read, the exemplary literacy teacher characteristics are broken down by grade level. Prekindergarten teachers are called pathfinders and they increase motivation for reading by relating print concepts to objects and experiences that are used in the home environment. Kindergarten teachers are fun agents who use methods such as singing and acting out stories to stimulate their students' imagination and thus increase reading motivation. In first grade, the teachers are stimulators who use the instructional practice of varying the depth, rate and breadth of lessons to increase reading motivation. Second grade teachers, or connectors, exhibit exemplary literacy practices by tying the parts together into a whole in their reading instruction. In third grade, exemplary teachers promote books by introducing students to a variety of genres. Involvers are found in exemplary fourth grade teaching and they are the teachers who vary their instruction based upon the needs of their students. Finally, in fifth grade, the teachers are producers who often use units of study that focus on two equally important literacy goals.

Based upon the data analysis, Cowern found that the majority of the 66 participants in the study indicated that they used instructional practices better suited to children in higher grades than the grades in which they taught. Specifically, for indicators 3 and 4 on the NELTA, the two indicators that are related to the motivation domain, the range of responses from participants indicating that they use the best practices for their grade level for this domain stretched from 0% to 42.9%. The researcher concluded that one possible reason for the incongruency between the teachers' instructional practices and the exemplary practices indicated in the work of Block and Mangieri (2003) could be the high stakes testing environment in which both Florida and the entire country were operating at the time of the

research. One of the researcher's suggestions was for districts to take into consideration teacher talents and expertise when recruiting and selecting teachers and to work to make the best match between a teachers' talents and skills and the grade level to which they are assigned.

Teacher enthusiasm for reading is also indicated in the literature as a factor in developing students' reading habits. Passion and enthusiasm for a teacher's subject matter can spark their students' interests in that same subject. Conversely, Mueller (1973) noted that if a teacher is apathetic or uncaring about reading, students will reflect that apathy in their own attitudes about reading. Energy and enthusiasm for reading can have a big effect on students. Cramer (1994), explained that the most important factor in teaching students about the affective aspects of reading is having a teacher who is enthusiastic about reading and wants to instill in his or her students the same love of reading.

Gersten's (2002) qualitative study of literate adult nonreaders and why they choose not to read revealed interesting insights. Gersten's study followed the in-depth interview methodology of qualitative research to identify variables that distinguish adult leisure readers from adult nonleisure readers. She chose a small sample of interviewees all attending their first class in an accelerated baccalaureate-degree program at Roosevelt University. To select candidates for the study, Gersten used a survey of the students' leisure time activities. Those who indicated ≤ 3 hours of reading for pleasure per week became potential participants. Analysis of the demographic data and candidates' willingness to participate in the study narrowed the participant pool to ten people.

One of the common issues Gersten found among her ten literate nonreading adults concerned teacher attitude. Participants indicated that they remember feeling as if their

teacher disliked them, disliked teaching, or displayed an either benign or apathetic attitude toward reading and toward the students. This finding confirms Cramer's (1994) belief that an enthusiastic teacher is the most important factor in teaching students about the affective aspects of reading. Gersten further suggests that because of the consistency of this type of response from her participants, this would be a viable avenue for continued research.

One way to teach the affective aspects of reading is to stress reading for pleasure. When a teacher allows his or her students to see them enjoying a text (whether the text is a book, magazine, newspaper, or website), the teacher can positively influence the students' affective view of reading. Johns and VanLarsburg (1994) concurred that a teacher who is passionate about reading is the most effective model students can have. When the teacher truly loves reading, it will light a fire for reading in his or her students. In fact, Staver and Walberg (1987) reported that there are three characteristics that substantially affect performance of both students and teachers, one of those being enthusiasm for teaching and the subject matter.

In a qualitative study that used ethnographic methodologies, Stuart-Faris (2005) described her findings when she researched a professional community of English teachers. Her purpose was to explore the possible connections that existed between their home-, pedagogical-, and community-literacy practices. The participants in her study described themselves as successful readers and writers. In her study, Stuart-Faris sought to analyze this group's literacy practices in order to determine how those literacy practices informed and influenced their teaching practices.

The study took place over a three-month period in the spring of 2003. The setting was an independent/private school located just outside a mid-sized city in the southeastern

United States. The participants all participated voluntarily and were male members of the English department at the school.

The data collection involved weekly hour-long interviews with each participant in which Stuart-Faris discussed with them their literacy histories, the kinds of home literacy practices in which they engaged, and their school and community literacy practices. Stuart-Faris observed each teacher during a specified class period four times per week and observed their participation in three community activities. Additionally, the researcher collected any textual artifacts relevant to the study. The data analysis undertaken was recursive in nature and was used to spark thematic understandings both between and among the subjects and the literacy practices they described.

Of the subjects, one in particular, John, is relevant to this particular review of literature. John described himself as a voracious reader and from his interviews, the researcher concluded that whenever John was reading, he had two questions constantly in the back of his mind: "How could I teach this book?" And "Could I recommend this book to a student for outside reading?" In her description of John and his interviews, Stuart-Faris noted that John demonstrates the idea that for him, reading is a way to fuel his own passion as well as that of his students. John explained that in his opinion, his role as an English teacher was to share that which he was passionate about—reading. Based upon the interviews and observations with John, it became clear to the researcher that reading structured everything he did, from his home activities, to his teaching activities, to his community activities. It was clear based upon the data that his teaching practices reflected his passion for reading.

Classroom teachers, too, have reported the effects of enthusiasm for reading on their students. In surveying teachers about their own development as readers, Manna and Mishoff (1987) reported that teachers indicated, "enthusiasm for reading is caught, not taught" (p. 166). The teachers recommended that parents as well as teachers needed to be readers so that they could provide good models of reading for their students and children, showing them that by becoming a reader, one can benefit in myriad ways.

In the concluding remarks of DeLeon's (2005) case study research investigating reading motivation in three eighth grade students, the author suggests that based upon these case studies and what they indicated about the students' motivations for reading, teachers must teach from their hearts and show a real love for reading.

Some research shows that for students with teachers who are readers, not only do they become lovers of reading, but that their achievement increases. When students have teachers who are avid readers, the students will likely begin to read more. As the students read more and more, they become better at reading and are likely to improve their vocabularies as well, all of which leads to increased achievement. Zahorik (1973) theorized that students who aspired to the literate models presented by their reading teachers would have higher reading achievement. Huck (1976) asserted that if teachers would not focus so much on the discrete skills of reading and instead let their students read more, their students would become better readers.

In a survey of elementary teachers, Morrison, Jacobs and Swinyard (1999) found that the teachers who reported using some of the recommended literacy practices in their teaching were the same teachers who reported positive feelings about both books and reading. This finding prompted the researchers to make several recommendations for reading teachers:

personal reading is important enough that teachers should make time for it in their busy lives, and they should take that reading back into their classrooms and share it with their students regularly.

Reported Reading Habits of Teachers

In 2009, the National Endowment for the Arts published a report entitled "Reading on the Rise: A New Chapter in American Literacy." In this report, they shared evidence they had found through survey research indicating that American adults are engaging in literary reading in rising numbers, a shift over past decades where their research has consistently shown declines. The growth appears across ethnic groups, gender groups, educational levels, and age groups. More importantly for this study, the research indicated significant growth among young adults. Numerous smaller studies have been conducted that focus specifically on the reading habits of teachers.

Finney (1930) sought to describe the reading interests, habits and needs of teachers-in-training at the Jamaica Training School for Teachers in Long Island, New York. Her study was an attempt at determining the recreational reading interests, habits and needs of those pre-service teachers as well as determining whether or not the curriculum of the school was sufficiently satisfying the interests and needs of that group of teachers-in training and to provide curricular suggestions as reflected by the data.

Data collection involved data sheets completed in group conferences by the teachers-in-training. The participating group was made up of two hundred seven seniors, one hundred eighty-two females and twenty-five males, from the graduating classes of June 1929 and January 1930. The data sheets indicated their reading interests in terms of books, magazines, and newspapers. In addition, Finney collected excerpts from the reading diaries that students

kept for one month as well as reports from librarians and employees of bookstores and news stands in the area as to what items were circulated and purchased.

Finney's data analysis indicated that the teachers-in-training read almost universally from magazines. Furthermore, this particular group of teachers-in-training seemed to value equally both contemporary and traditional literature, and they seemed to read on their own literature of good quality and literature of current interest. However, based upon the data reflecting books purchased, Finney concluded that only a few of the group were book readers, but the majority were not.

As a result of the study, Finney recommended that schools should encourage book buying because being surrounded by books encourages extensive reading. She further suggested the need for a more extensive analysis of the reading needs of teachers-in-training.

In Graves' (1966) unpublished dissertation, he reports on the results of a questionnaire, administered to a national stratified sample of elementary and secondary public-school teachers, which dealt with their reading and recreational habits. He found that 66% of the teachers surveyed read popular magazines, that the mean number of non-professional books read by the total sample in the previous three months was 4.2, and the mean number of professional books read by the total sample in the previous three months was 4.1. Graves noted in his Inferences and Recommendations section that based on the data he collected, the average teacher preferred fiction over non-fiction when reading. In addition, Graves hoped that teacher educators would analyze the findings from his study in an effort to help him or her understand his own students and their interests better and thus to better meet their needs.

Hawkins (1967) conducted a study to determine what college students who are preparing to enter the field of elementary education read. Hawkins conducted the study in the fall semester with students who were returning to college for the semester after summer vacation. He asked one hundred twenty undergraduate elementary education students to record any books and/or magazines they had read regularly over the summer. The data was collected during the first week after students returned to college for the fall semester.

One hundred eleven of the original one hundred twenty students responded with the requested information. The data showed that the mean number of books read for the total sample was 3.24. The mean number of magazines read for the total sample was 3.6. Hawkins noted that a positive finding was that only twenty-two of the participants reported that they had read zero books over the summer, and only twelve of the participants reported that they had read zero magazines over the summer.

Watson (1971) conducted a survey study to compare the leisure reading habits of female teachers and non-teachers as part of his doctoral requirements. His purpose was to ascertain whether or not there existed a significant difference in the leisure reading habits of female teachers compared to non-teachers who possessed college degrees. The teachers surveyed also possessed college degrees and taught in grades one through six. Watson administered the researcher-developed questionnaire during August, September, and October of 1970.

His participants included one hundred seventeen female elementary school teachers currently employed in the Hot Springs, Arkansas public schools. In addition, Watson recruited female non-teachers from the five area colleges from which the majority of the elementary teachers received their degrees. One hundred fifty of the three hundred female

graduates of those universities, currently residing in Hot Springs, were randomly selected using a table of random numbers. Ninety-six of those female non-teacher college graduates ultimately participated in the study.

Through his research, Watson found that the non-teachers engaged in more leisure reading than teachers for each of the three categories indicated (books, magazines, and newspapers). In addition, the non-teachers spent more time reading when compared with the teachers across age groups. He reached this same conclusion when comparing the two groups of teachers by total family income. However, there was not a significant difference between the two groups in terms of materials they read. The study indicated that teachers read more professional materials, but they read less in areas related to current events. Overall, Watson concluded that in looking at the total study, non-teachers engaged in more leisure reading than teachers.

Lloyd Kline, in his 1973 editorial column in *The Reading Teacher*, referred to a manuscript written by Robert V. Duffey from the University of Maryland. In the manuscript, Duffey described the comparative results of a survey he conducted with elementary teachers in 1966 and a similar one he conducted with elementary teachers again in 1972. The results indicated that 11% of the group surveyed in 1972 could not name or remember a book they had read in the past year, and 50% of them had nothing in mind that they wanted to read next. The one similarity that stood out to Duffey between the two groups of teachers was the lack of reading that the teachers self-reported in the surveys. Mueller, also in 1973, reported on her study of pre-service teachers in which she found that the students seemed to have only a mild interest in reading, whether personal reading or professional reading.

Cogan (1975) focused his research upon elementary teachers and their professional reading. He believed that professional reading was one of the best forms of continuing professional growth, and he felt that this type of professional development was often overlooked. He found that the educational periodicals teachers reported reading were those of a more practical nature. In addition, his findings indicated that recent graduates of teacher education programs read professional periodicals less frequently than the more experienced teachers. He concluded that overall, teachers do a minimal amount of professional reading. Mour (1977) reached the same conclusion after studying teachers' reading habits. He concluded that not only do teachers read professional materials minimally, but the same is true for their nonprofessional reading, indicating that for the most part, teachers, "are not avid readers."

In a study conducted by Myrick (1990) to assess the education journal reading habits of elementary teachers, the researcher wanted to discover the extent to which teachers read education journals. For this study, Myrick used a descriptive survey methodology and used descriptive statistics procedures to analyze the data. The sample for the study was made up of 650 teachers from 58 schools in three California counties. The teachers participating responded to a 13-item researcher-developed questionnaire. The results of the study mirrored results from similar studies seeking to assess the extent to which teachers read educational journals. In Myrick's study, 84.7% reported reading the educational journal *Instructor*. This journal had the highest frequency count. One of Myrick's conclusions was that teachers tend to read more from educational journals of a practical nature that contain ideas and tips for classroom teaching.

Smith, Otto and Hansen (1978) summarized the findings of multiple studies of teachers' reading habits and came to the conclusion that the teachers instructing our students do not value reading themselves. Reading is not something that teachers choose to do for either personal or professional growth.

In 1979, Golden studied the personal reading habits of selected elementary classroom teachers as part of the requirements of her doctoral degree. She attempted to discover whether the personal reading habits of elementary teachers showed that elementary teachers in general have an active interest in lifelong reading. To answer this question, Golden used survey research as her methodology and asked teachers to answer three to four questions related to each of the following indicators: reading frequency, diversity of materials, verbal statements, book ownership, established reading pattern, and library use.

Golden's sample included elementary classroom teachers of grades kindergarten through six in two separate school systems, one in Florida and the other in Washington. Of the two hundred forty surveys distributed, one hundred seventy-three were returned complete which is a 72% rate of return. Golden analyzed the survey responses and scored the participants as either high or low in terms of active interest in reading.

Based upon the results of the surveys, Golden concluded that there was not a discernible, consistent pattern of either book or magazine reading among the elementary teachers surveyed. She further concluded that as a group, based upon the results of her study, elementary teachers do not exhibit an active interest in reading. In addition, elementary teachers do not show an active interest in reading professional books or professional journals as well.

In an effort to discover a relationship between criterion variables of different professional periodicals teachers read and the main purposes for which elementary teachers read those professional periodicals, Smith (1981) conducted a study as part of her dissertation. Her purpose was to quantify the amount of time each of a number of professional periodicals was read by the total sample selected.

From a population of 14,283 elementary teachers in the public schools of Mississippi during the 1979-1980 school year, Smith selected a sample of five hundred fifty participants using stratified random sampling. She then mailed each of the five hundred fifty elementary teachers selected a researcher-developed questionnaire, four hundred seven of which were returned usable for a return rate of 74%. To analyze the data, Smith utilized multiple linear regression techniques.

Based upon the data analysis, Smith found that 65% of the participants read from professional periodicals thirty minutes or less per week. An additional finding was that a larger number of the sample reported not reading from professional periodicals at all than reported reading sixty minutes or more per week. Specifically, 10% of the teachers participating reported that they had not read a single educational periodical during the last year. These data led Smith to recommend that future research should be conducted to determine the nonprofessional reading practices of teachers as this study focused solely on professional reading practices.

In 1982, Baker looked at the reading habits of in-service teachers from both public and private school settings, and his findings indicated that only slightly more than 25% of the teachers preferred to read in times of leisure. Surprisingly, Searls' article in a 1985 issue of *Reading Horizons* reported that in her study of teachers and whether or not they valued

reading, approximately one-third of the study participants felt that a love of reading was not necessary for teachers to teach reading effectively. Gray and Troy (1986) surveyed eighty future elementary teachers about their personal reading habits. Only 36% of their survey participants were currently reading a book, and only 51% of the future teachers felt that reading was pleasurable.

Frager (1987) designed a survey study to answer the question, "How can a teacher education program help preservice teachers acquire a professional and recreational reading habit?" To answer this question, Frager surveyed eighty freshman, sophomore, and junior teacher education students at a midwestern college in the fall, excluding those involved in student teaching. Participants responded to three sections on the survey. Section A was designed to ascertain the amount of recreational reading participants engaged in as well as the value they placed on recreational reading of books on education topics. Section B was more specific about reading education-related books and asked students to list any books of this nature that they had read over the summer. In Section C, participants were given a list of 28 popular education trade books and were asked to check any of those that they had read during the summer. The titles were decided upon by the education faculty at the university.

Results of Frager's survey indicated that 54% of the survey participants were able to list the name of more than one book read over the summer months. Results showed that 82% of the students could not name even one book about teaching or school which they had read over the summer. The results made clear the need for the faculty in the education department to address the issue of aliteracy among their teacher education students. The faculty began meeting regularly to discuss the problem, and as a result they instituted a summer reading program modeled after similar programs that occur in elementary, middle and high schools.

In a study conducted by Smith (1989), the researcher attempted to assess the reading attitudes of undergraduates in training to become teachers. In addition, Smith wanted to determine if there was any relationship between the students' reading attitudes and the number of reading- and language-related courses they had taken. Smith surveyed forty-seven students enrolled at a Midwestern university who were enrolled in an educational psychology course. Results indicated that the students had a moderately positive attitude toward reading. There was no relationship indicated between reading attitude and the number of reading- or language-related courses taken. Smith concludes by suggesting that by encouraging both professional and leisure reading children will be more likely to be exposed to teachers who value reading and serve as positive reading models.

For many teachers, time is the reason they don't read. Teachers often feel pulled in many directions, from meetings, to lesson planning, to parent conferences, to searching for resources, and reading often gets left out of the mix. Dillingofski (1993) reported on a survey conducted by the Association of American Publishers Reading Initiative that looked at the reading habits of elementary classroom teachers. The participants in this study indicated that the one thing they needed more of was time. If they had more time, they would be able to search for books, read them, and share them in the classroom.

Ruffalo (2002) carried out a study as part of her doctoral work to observe and analyze both the personal reading habits of four elementary teachers as well as their instructional practices. Her goal was to assess the correlations between the teachers' personal reading habits and values and their instructional practices. Ruffalo hypothesized that teachers who are considered avid readers and who make time to read for extended time periods have a

tendency to facilitate their classrooms in such a way that the likelihood of producing lifelong readers is increased.

This study occurred during a summer school intervention program for students who were at risk of failing in a suburban school district approximately forty-five miles from a large metropolitan city. The study was a qualitative in-depth interpretive case study of four teachers, two of whom were avid readers and two of whom were non-avid readers. As part of the intervention program, the teachers were all using a newly designed intervention kit. In selecting the sample, Ruffalo used an Adult Literacy Survey to find potential candidates for the study. Forty-five out of fifty-four possible teachers returned the completed surveys, which were then analyzed and ranked according to both total raw scores and amount of time engaged in reading. Two participants were then selected from both the top stanines (avid readers) and the bottom stanines (non-avid readers).

Those subjects were then rated by administrators who knew their teaching practices well in the categories of classroom management, environment, engagement of student learning, skill instruction, student scaffolding of assistance, and the reading of outstanding literature. These ratings were obtained to ensure that the participants provided excellent literacy instruction in their classrooms. The data collected for the study included an initial interview with each teacher, three classroom observations, two of which occurred during the summer school program and one which occurred during the regular school year in their normal classroom, an in-depth semi-formal interview to clarify the collected data with the researcher, and informal interviews throughout the research period.

In her dissertation, Ruffalo noted several findings of significance. First, Ruffalo found that within their classrooms, teachers set conditions for reading that are similar to the

conditions for reading they set in their personal reading lives, for example availability of books, modeling reading, providing time for independent reading, and encouraging reading. Additionally, Ruffalo noted that avid-reader/teachers increase the possibility of producing students who will become avid readers based on the instructional practices they employ. Further, Ruffalo found that the avid-reader/teachers possessed a level of personal enthusiasm and interest in books that was much higher than the enthusiasm displayed by the non-avid reader/teachers. This difference in enthusiasm levels was noted in every area of her data collection.

Numerous other differences between the avid-reader/teachers and the non-avid reader/teachers emerged in Ruffalo's data analysis. She observed that in the classroom, avid reader/teachers made many personal connections to the books they read, and there was an expectation that students would connect to the books in similar ways. Non-avid reader/teachers read books only for the purpose of promoting the skills of reading; they never modeled any personal connections to the stories.

Both of the studied avid reader/teachers permitted and encouraged student choice in terms of what they read, where they read, and how they read. Their attitudes and enthusiasm helped to set an expectation for the students in terms of reading. With the non-avid reader/teachers, attitude, enthusiasm, and expectation for independent reading were non-existent. In fact, the non-avid reader/teachers rarely provided the time for independent reading even though independent reading time was part of the intervention kit that each teacher was expected to follow as part of the summer school intervention program.

In terms of motivation, Ruffalo noted that extrinsic motivations, rewards, or reprimands were the methods used to entice to students to read in the classrooms of the non-

avid reader/teachers. Conversely, the avid reader/teachers encouraged voluntary reading in

their classrooms by creating opportunities and occasions for students to follow their own

personal interests in making connections to books. When considering purposes for reading,

non-avid reader/teachers considered the reason for reading to be to develop reading skills, but

the avid reader/teachers saw reading as a way to build interest, make connections to books,

and build avid reader habits. With regard to classroom libraries, all four teachers had some

kind of classroom library, and in the classrooms of the avid reader/teachers, the classroom

libraries were used daily. However, in the non-avid reader/teachers' classrooms, students

were only given limited access to the classroom libraries. Finally, Ruffalo noted that as part

of their instruction, avid reader/teachers modeled both the skills of reading as well as avid

reader habits when they read aloud to their students, however the non-avid reader/teachers

only modeled the skills of reading and none of the avid reader habits during their readalouds.

Applegate and Applegate (2004) coined the phrase "the Peter effect" to describe the

phenomenon of teachers who have the responsibility of conveying an enthusiasm for reading

to their students when they don't have that enthusiasm themselves.   As professors of reading

and literacy education, Applegate and Applegate found that many of their education students

had no enthusiasm for reading and only saw it as an academic requirement.

In an effort to determine the magnitude of the Peter effect, the Applegates designed a

study of one hundred ninety-five elementary education majors in teacher certification

programs. They created a pilot survey of reading habits and attitudes and administered it to

the sample population drawn from two different U.S. universities. The first university was

an urban university located in a blue-collar region of an East Coast city. The average SAT

score of students at this university was 920. The second university was situated in a white-

collar area on the edge of the same East Coast city, and students at this university had an average SAT score of greater than 1220. The researchers chose universities with contrasting average SAT scores in an effort to provide more insight into reading attitude and motivation since wide and avid reading is considered to be a contributing factor to higher SAT scores.

Based upon their survey items, Applegate and Applegate created two categories of readers: enthusiastic and unenthusiastic. Enthusiastic readers were those whose responses indicated a positive attitude toward reading and who spent time during the summer reading for pleasure. Unenthusiastic readers were those whose responses indicated little to no enjoyment of reading and did very little (or no) reading for pleasure over the summer. After administering their survey instrument, Applegate and Applegate found that 54.3% of the preservice teachers were classified as unenthusiastic readers. Additionally, only 25.2% of the preservice teachers were classified as having an "unqualified enjoyment of reading."

After modifying the survey instrument to eliminate items that did not provide information regarding level of enthusiasm for reading, Applegate and Applegate administered the revised instrument to a second set of students from each of the same two universities hoping for more positive results. The percentage of unenthusiastic readers did drop to 48.4% in the follow-up study, however more of the students from the higher SAT university fell into the unenthusiastic category than students from the lower SAT university, a change from the pilot study.

Based upon the results of their studies, the Applegates warn that school districts cannot assume that their teachers are enthusiastic readers who read for pleasure, and that the districts need to work to generate an enthusiasm for reading among their teachers. They also suggest that districts interested in promoting reading engagement and motivation in their

students may want to consider screening teacher candidates to determine their levels of engagement and motivation for reading as part of the hiring process.

This line of research continued in 2006 with the work of Nathanson, Pruslow and Levitt. This group surveyed seven hundred eighty-eight new and/or prospective literacy instructors and special education teachers enrolled in graduate courses at a suburban university on Long Island. Out of the seven hundred forty-seven completed questionnaires, 38% indicated they were full-time teachers and the remaining 62% were in graduate school studying to become teachers. Nathanson et al used Applegate and Applegate's Literacy Habits Questionnaire to replicate the study.

The results of this study showed that the graduate students engaged in some reading over the summer, but there was no evidence of a strong enthusiasm for reading among the group; only 47% of the participants indicated that they were enthusiastic to highly enthusiastic readers.

Nathanson, Pruslow and Levitt recommended that future research should take into consideration technology-based forms of reading not included in the Literacy Habits Questionnaire, so that new information technologies would be included. In addition, the researchers noted as a limitation the fact that veteran teachers were not included in the sample surveyed. They suggested "that further research should involve these more experienced teachers to ascertain the extent of their reading habits and attitudes" (p. 320).

In 1991, Hughes conducted a descriptive survey study to ascertain specifically the professional reading habits of a group of public school elementary and secondary language arts teachers in the northwestern Iowa region. Her goal was to determine the amount of reading of professional education journals teachers of grades kindergarten through twelve

engage in. Hughes conducted this study in an effort to tackle the issue of the apparent lack of research in the area of reading habits among elementary public school teachers.

To conduct the study, Hughes selected a population of nine hundred thirteen language arts teachers of grades kindergarten through twelve in twenty-seven school districts that were served by the Western Hills Area Education Agency, the state educational support system in the northwest region of Iowa. Hughes utilized a researcher-developed questionnaire, and of the nine hundred thirteen teachers who received the survey, seven hundred thirty-one responded, a return rate of 80%. Descriptive statistics were used to analyze the data.

Overall, Hughes found that fewer than 47% of the teachers participating spent more than 30 minutes per week reading professional journals, and 8.29% indicated that they did not read professional education journals at all. Hughes found that of the teachers surveyed, elementary teachers read a little more than middle school teachers, and elementary teachers read much more than did their high school counterparts.

From the data analysis, Hughes concluded that overall, teachers prefer education journals that are more pragmatic in nature and that contain ideas that are immediately useful in their classrooms. In addition, she suggested that there is a definite need for a balance between both theory and application in professional education journals. Further, Hughes recommended that anyone working with teachers should encourage them to read professional education journals.

A qualitative study by Carpenter (1997) focused on preservice teachers as readers as well as how their opinions about reading change over a semester while enrolled in a course on children's literature. Carpenter sought to assess whether or not their experiences in the course would lead to an increased eagerness to create a love of reading in their future

students. One of Carpenter's research questions was, "How are preservice teachers described as readers upon entering the children's literature course?" (p. 23).

The participants in this study numbered twenty-three, ages 19-45. Twenty-one of the subjects were preservice teachers, one subject was seeking admission to the College of Education at the university, and one was seeking a degree in Family Studies. The participants were made up of seven males and sixteen females. The methodology for this qualitative study includes teacher-as-researcher elements, thick description and narrative research elements, and the element of transferability.

Carpenter's data came from multiple sources. Written sources from students included the following: literacy autobiographies, completed information sheets and questionnaires about their reading practices, dialogue journals between student and teacher and between students and students, midterm and final self-evaluations, and final course evaluations. The data set also included final interviews conducted by the researcher with eight of the students. Secondary written sources of data were made up of student reading records, project evaluations, exit cards, and the class notes of one student. Notes about conversations with specific students outside of class were also included in the data. Data sources from the researcher/course instructor included a daily teaching journal, theoretical memos, the course syllabus, and conversations with other instructors of the course sections. The data collection and analysis occurred simultaneously.

Based upon the data collected and contrary to many other studies examining the reading habits of preservice teachers, all but one student had positive attitudes toward free reading, and a significant number of the students reported that they read on a daily basis. In addition, most of the students in the course noted that at the end of the course, they had a

higher level of enthusiasm for reading as well as a "renewed enjoyment for reading" (p. 247).

Students in the course attributed the changes in their views to the instructor, the small group

work that was done during the course, specific assignments and projects that were completed

during the semester, and the self-evaluations that were required. Carpenter concluded that

one important implication of the study findings is that teachers need to enlarge their opinions

of what constitutes reading. Based upon their initial questionnaires, if the researcher had

only considered book reading as what makes a reader, many of the students would have been

classified as non-readers. However, all but one indicated reading on a daily basis from

magazines, devotionals, books, websites, and other non-book sources.

Weimar (2007) conducted a qualitative study in an attempt to describe the reading

materials that teachers select to help them improve professionally as well as the beliefs they

hold in terms of teachers as readers. For this study, Weimar selected three teachers. All of

the participants chose to read in an effort to improve their knowledge of teaching. All of the

participants were volunteers. Weimar conducted two interview sessions with each

participant and one consultation. Through the interviews and consultation, the participants

revealed that to select texts for reading, they chose those that were provided to them through

workshops held by their school districts. They read for differing reasons, including to inform

their practice as well as to help colleagues. All three of the participants stated that their

reading increased during the summer months.

The images the participants held of themselves as teachers and readers differed as

well. One participant explained that she pictured her teacher-self as an avid reader who

provided many opportunities for their students to read. A second participant described

herself as a teacher who used reading as a way to gain knowledge and then share her new

knowledge with colleagues. The third participant felt that she was a teacher who read for herself in addition to promoting lifelong reading. In addition, she felt she took on a leadership role within her school.

In a study conducted by Gutensohn (2009), the researcher sought to explore whether participating in specified literacy activities based upon best practices would impact the attitudes and/or behaviors toward reading and writing of preservice teachers. Gutensohn employed an exploratory, mixed methods design to study the problem. On the quantitative side of the research, Gutensohn explored the question, "what are preservice teachers' attitudes, behaviors, and levels of confidence toward reading and writing before participating in a specific literacy methodology rooted in best practice?" (p. 12). For the qualitative portion of the study, the research question was stated as, "how do preservice teachers describe their attitudes, behaviors, challenges, and the past experiences they have had with regard to literacy instruction?" (p. 12).

From the population of teachers enrolled in a language arts educational methods course, a course required in the preparation of teachers at this particular small, private Midwestern university, Gutensohn utilized stratified purposeful sampling to select possible participants in the sample. Those participants who consented to participate and who were selected were then administered a survey developed by Scales and Rhee (2001). The Reading Habits and Reading Patterns Questionnaire was administered to the preservice teacher participants before they participated in the specified literacy strategies. Twenty-four preservice teachers participated in the study, and based upon the results of the initial questionnaire each completed, Gutensohn found that 37.5% read only sometimes or seldom for pleasure. Specifically, 20.8% sometimes read for pleasure, and 16.6% seldom read for

pleasure. Based upon these data, the researcher then continued with the qualitative portion of

the study which went on to examine the impact of the specified literacy strategies.

Some surveys have found more positive data in terms of teachers' reading habits.

Abrahamson (1991) reported at the Annual Convention of the Texas Reading Association on

a survey he conducted with Texas reading teachers, and his conclusion was that Texas

reading teachers were readers. Hill and Beers (1993) reported on a survey they conducted

with six hundred twenty-five teachers who attended a Book and Author Luncheon at the

1993 IRA national convention. Their survey reports indicated that 78% of the teachers

described themselves as avid readers.

In a study conducted by Baccus (2004), the researcher sought to explore the reading

attitudes and efficacy beliefs of both teachers of and students in fourth and fifth grade in an

urban school system. Baccus set out to find information about what specific teacher

characteristics relate to their attitudes toward reading and their efficacy beliefs. She also

attempted to explain the relationship between the reading attitudes and efficacy beliefs of

teachers and those of their students.

Baccus' study utilized survey methodology with five existing questionnaires, some of

which she modified slightly to fit her specific study. In addition, three teachers were selected

for post-survey interviews to gain more insight into their responses. The sample used in the

study included fourth and fifth grade teachers and students from twenty-five schools in a

large, urban district in the mid-Atlantic region of the United States. In all, seventy-seven

teachers and one hundred eighty-three students participated in the study. All data were

collected at the end of the school year and quantitative data analysis procedures were used to

analyze the survey results while qualitative data analysis procedures were used to analyze the interview responses.

Based upon the data collected and analyzed, Baccus' findings were different from much of the research on teacher reading habits and attitudes. Her data showed that overall, the teachers in the sample indicated positive attitudes toward reading. A second finding in Baccus' study is similar to other research conducted to determine whether or not teachers' attitudes toward reading impact their students' attitudes. Baccus found that of the teachers who participated in her study, those who indicated an enjoyment of reading and those who had strong efficacy beliefs about teaching reading were more likely to produce students who had the same kinds of reading attitudes and efficacy beliefs. This study, along with the surveys mentioned above, paint a more favorable picture of teachers as readers.

Standards and English Language Arts

Background on the standards movement.

The National Education Goals Panel, commissioned in 1991 by then President George H. W. Bush and America's governors, was the first step toward national standards for education. From this summit came Goals 2000, which aimed, among other things, to ". . . promote the development and adoption of a voluntary national system of skill standards and certifications" (p. 12). That same year, the Department of Labor (1991) published a report entitled "What Work Requires of Schools: A SCANS Report for America 2000." These two events merged together to become Goals 2000: Educate America Act (1994). This document stated that by the year 2000, American high school graduates would demonstrate "competency over challenging subject matter including English . . ." (p. 12).ttr

Within this context, two national professional organizations for English Language Arts, the International Reading Association (IRA) and the National Council of Teachers of English (NCTE), began collaboration on the Standards for the English Language Arts in 1992. Initially this collaboration received support in the form of a grant from the U.S. Department of Education, but after two years that grant funding was removed and the leaders of IRA and NCTE decided to continue the project without the grant funding. The two organizations began a four-year national effort to develop these standards, and the process included myriad stakeholders including teachers, administrators, policymakers, and parents.

The resulting document, the NCTE/IRA Standards for the English Language Arts, included twelve interrelated standards that span the range of expected experiences in reading, writing, speaking, listening and viewing. The intent of these standards was that they be seen as starting points for planning curricula, not as prescriptions. These standards were intended as support for professional thinking and planning, as guidelines based on the best research available in the field, not as a script for teachers. As Rebecca Bowers Sipe (2009) explains, standards do not mean that every teacher teaches the same lesson on the same day.

The College Board also entered the standards movement early in the century with their Standards for College Success (2004). The College Board, which was founded in 1900 as a nonprofit organization, works to prepare students for college success. The organization felt that by writing standards for college readiness, they could help make a clearer path to college for more students across the nation. They worked to make their knowledge and skills standards aligned vertically across the six grade levels in secondary school and to enlighten teachers and students as to what knowledge students would need in order to be successful in college.

Federal requirements for highly qualified teachers.

In addition to these standards for students, many organizations including the federal government have developed standards for what constitutes a proficient teacher. In a speech made by Secretary of Education Arne Duncan (2009) to the National Education Association, Duncan stated, "Our challenge is to make sure every child in America is learning from an effective teacher—no matter what it takes" (p. 5).   The July 29, 2009 edition of the Federal Register defines an effective teacher as, "a teacher whose students achieve high rates (*e.g.*, at least one grade level in an academic year) of student growth (as defined in this notice)" (p. 37811). The document further defines student growth as change in achievement data between two points in time, and student achievement is linked to student scores on States' assessments.

Under President George W. Bush's administration, states were expected to ensure their teachers were highly qualified by a 2005 deadline as part of the No Child Left Behind (NCLB) Act. The expectation under NCLB was that to be considered highly qualified, a teacher must 1) have a bachelor's degree, 2) have full state certification or licensure, and 3) prove that they know each subject they teach. To demonstrate competency in middle and high school, teachers had to prove that they understood the subjects they were teaching. They could accomplish this by having a major in that subject, having the equivalent credits to a major in the subject, passing a state's certification test for that subject, having a graduate degree, or having some combination of teaching experience and knowledge in the subject gained over time in the profession.

Specific characteristics of highly qualified English language arts teachers.

Accreditation of teacher education programs is awarded by the National Council for Accreditation of Teacher Education (NCATE). Both the International Reading Association (IRA) and the National Council of Teachers of English (NCTE) are active members of NCATE. NCATE relies upon the NCTE/NCATE teacher education guidelines to evaluate English language arts teacher education programs in the United States. NCTE is responsible for constructing the guidelines and for evaluating each teacher education program in English language arts that is up for NCATE review.

Within these NCTE/NCATE Standards (2003), standard 3.5 requires that candidates "demonstrate knowledge of, and uses for, an extensive range of literature" (p. 10). This standard further requires that candidates possess an in-depth knowledge of contemporary and historical literature from the United States, Great Britain, and the world; literature from many genres and cultures as well as from both male and female authors; and literature written specifically for young adults and children. Thus, the NCTE/NCATE standards expect English language arts teachers to be knowledgeable about a wide range of literary genres and authors.

The National Board for Professional Teaching Standards began in 1987 following the publication of the Carnegie report "A Nation at Risk." Teachers can voluntarily seek advanced certification in their subject area from NBPTS, which measures their teaching practice against rigorous, research-based standards. These standards are based on five core propositions. Core proposition 2 states that, "Teachers know the subjects they teach and how

to teach those subjects to students" (p. 6). Further, NBPTS explains that teachers with

National Board Certification display passion about the subjects they teach.

NBPTS has two separate certifications that apply to middle school language arts

teachers. One is based on the NBPTS Early Adolescence English Language Arts Standards

(2001) for teachers of students ages 11-15. The second certification comes from the NBPTS

Adolescence and Young Adulthood English Language Arts Standards (2003) for teachers of

students ages 14-18+.

Within Standard I, Knowledge of Students, of the early adolescence ELA

certification, NBPTS describes successful candidates as teachers who know their students

well enough to be able to recommend independent reading material that matches each

students' instructional and/or recreational reading levels. In addition to having a solid

understanding of students' reading levels as well as a wide range of books matching those

levels, successful candidates also have a strong sense of youth culture including television

shows and movies that appeal to their students, appealing music for their students, and

websites their students enjoy.

Standard II, Knowledge of the Field, notes that successful candidates for NBPTS

certification in early adolescence ELA will know a wide range of texts that will include

traditional, contemporary, young adult, informational, popular, and electronic texts. In

addition, successful candidates understand that in our current information age, students will

be involved in multiple literacies as they work to communicate effectively.

Standard III in the early adolescence ELA certification centers around the notion of

engagement. The standard states specifically that, "Teachers demonstrate a contagious

enthusiasm for the language arts" (p. 15). As part of this enthusiasm, teachers who earn this

certification help their students realize that language and literature are sources of both pleasure and knowledge. In addition, these teachers learn right along with their students by reading and writing with them. At the same time, teachers expend great amounts of energy in order to engage and motivate their students in the language arts. Standard IV which deals with the learning environment is closely related to engagement and states that teachers are, "friendly, curious, and enthusiastic about texts and the uses of language . . ." (p. 19).

Standard IV addresses the concept of instructional resources. Teachers who achieve this certification provide students with access to multiple varieties of texts including traditional printed text all the way to electronic text forms. Additionally, these teachers are knowledgeable about the various sources available to them that will aid in increasing their own awareness of instructional resources.

Standard VIII specifically considers reading. Encompassed within this standard is the notion that teachers should encourage lifelong reading habits in their students. Teachers accomplish this by providing time for independent reading where students are given time to read materials of their own choice. The teacher supports students in choosing appropriate texts taking into account the students' interests and reading abilities.

Some of these same ideas are reflected in the NBPTS Adolescence and Young Adulthood English Language Arts Standards (2003). This certification's second standard, Knowledge of Language Arts, demands that accomplished teachers have a solid knowledge base in the different areas of English language arts, including, but not limited to, literature of all types, reading processes, and how students learn to read. In addition, the expectation in this standard is that, "Accomplished teachers themselves are well-read" (p. 13) and "Accomplished teachers know a wide range of high-quality texts" (p. 13). Moreover, this

certification characterizes accomplished English language arts teachers as lifelong learners who read professional literature, are members of professional organizations, and are reflective practitioners.

The National Council of Teachers of English has published numerous documents outlining the expectations for adolescent literacy. One such document, "Adolescent Literacy: A Policy Brief produced by The National Council of Teachers of English," (2007) addresses specifically some causes for concern regarding adolescent literacy. Within this document, NCTE included research-based recommendations for effective adolescent literacy instruction. Recommendation number three specifically addresses the notion that effective adolescent instructors should care about students and should love to read and write.

A second NCTE document, "Guidelines for the Preparation of Teachers of English Language Arts (2006), outlines elements necessary for a successful English Language Arts teacher preparation program. The kinds of knowledge necessary are broken down into three categories: dispositions, content knowledge, and pedagogical content knowledge. In the section that describes the dispositions necessary for effective English language arts teachers, the dispositions are grouped under three basic principles that are recommended as foundational in programs for English language arts teacher preparation. The first principle characterizes effective English teachers as ones who have the ability to create positive classroom environments. The second characteristic of an effective English teacher is enthusiasm for all aspects of language arts, including reading. Finally, the guidelines describe an effective English teacher as a lifelong learner who engages in continuous professional development individually and collegially.

The Children's Literature Assembly of NCTE (2004) has also outlined expectations for teachers in their publication "Guidelines on Preparing Teachers with Knowledge of Children's and Adolescent Literature." Their belief is that preservice teachers need an extensive knowledge of literature written for children and adolescents as well as knowledge about the authors of those books. In order to achieve this depth of knowledge, their education programs must require them to critically study children's literature, adolescent literature, the authors and illustrators in the children's and adolescent publishing world, and books for children and adolescents from around the world. This knowledge will equip them to enter the profession well-informed about books aimed at children and adolescents, but the reading must not stop there. As many researchers have indicated, as inservice teachers they will need to continue the reading as thousands of books are published each year for children and adolescents.

One way that NCTE recommends teachers further their reading is by forming book groups with other professionals. In so doing, they form a community of readers with whom they can share their reading, modeling for students what readers do in the real world - talk about their reading. This experience helps them build a literate environment in their own classrooms. Additionally, by participating in a book group, the teachers have the chance to think about their own reading and can benefit from having personal experiences with books.

The International Reading Association (IRA) published its revised *Standards for Reading Professionals* (2010). This document is used as a guide for institutions to use in preparing educators in the field of reading as well as for evaluating preparation programs. The standards span professional roles from education support personnel to middle and high school content classroom teachers. For purposes of this review, the standards for Middle and

High School Reading Classroom Teacher Candidates apply. In this document, Standard 6.2 states that candidates "display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors" (p. 31). Candidates who demonstrate competence with this standard, "display positive reading and writing behaviors and serve as models for students" (p. 49). In addition, competent candidates, "are members of professional organizations related to reading and writing" (p. 49). Both of these indicators of competence imply that successful candidates for the position of middle and/or high school classroom reading teacher are readers and that they read professionally.

The International Reading Association (IRA) has also published policy briefs that include their positions on what qualities make up an effective reading teacher; one such publication is IRA's *Excellent Reading Teachers: A Position Statement of the International Reading Association* (2000). IRA's position is that excellent reading teachers make a difference in children's reading abilities as well as in their motivation to read. According to IRA, in order for a reading teacher to be considered excellent by their standards, they should see themselves as lifelong learners and should constantly work to improve their professional practice. Additionally, excellent reading teachers are aware of their students' reading abilities and interests, and they have a deep knowledge of children's and young adult literature which enables them to help students find the perfect book at the right time.

Combined, these standards from the federal government as well as the numerous professional organizations for teachers of English/language arts point to the need for teachers to enjoy reading, read widely, be lifelong learners as evidenced by belonging to professional organizations and reading professionally, and display enthusiasm for reading.

Student Motivation for Reading

Much research has been carried out and many articles and books written about how to teach students how to read and become strategic readers. This information is important to teachers, but in the interest of creating lifelong readers, motivation to read also plays an important role for students. Research shows that students' motivation for reading wanes as they move through their school years. One possible explanation for this decline is the change in instructional practices between elementary and secondary schools.

In a study conducted by Oldfather and colleagues (1994), researchers found that the declining reading motivation for middle schoolers was due in part to the difference in classroom conditions. The students studied came from student-centered elementary classrooms in which progress was measured as opposed to students receiving formal grades. In addition, the classrooms were responsive and respected and honored students' voices. As the students transitioned to middle school, they entered more teacher-centered classroom environments that focused on formal grades. The differing environments caused students to rely more heavily on extrinsic motivation as opposed to intrinsic motivation.

Extrinsic motivation for reading, as explained by Deci, Vallerand, Pelletier, & Ryan (1991), is the desire to receive external recognition, rewards, or incentives. Deci (1992) described intrinsic motivation for reading as an individual's enjoyment of reading activities that are performed for their own sake. Both types of motivation, intrinsic and extrinsic, are related to the amount of children's reading as well as its frequency. However, extrinsic motivation is more closely associated with surface-level strategies rather than deep strategies. In addition, extrinsic motivation typically drives students to want to complete tasks rather than to understand or enjoy what they are reading (Meece & Miller, 1999).

Extrinsic motivation can cause students to self-terminate the desired behavior, in this case reading, once they have won the incentive. Furthermore, Barrett & Boggiano (1988), have shown that using extrinsic rewards can sometimes cause students to become dependent on some type of reward to motivate them to read. For these reasons, intrinsic motivation is more favorable in creating a love of reading in students.

Creating intrinsic motivation for reading in students should be a goal of teachers because students who are intrinsically motivated to read have been shown to use strategies for reading more frequently (Reed & Schallert, 1993). Rather than relying on only surface-level strategies, students who are intrinsically motivated to read typically use deeper processing skills and thus have greater achievement (Entwistle & Ramsden, 1983).

Many human activities stem from a need. Reading and writing stem from the need to communicate with others. However, just as many activities that originally stemmed from a need have become things people do for enjoyment, reading and writing can move in the same direction. Csikszentmihalyi (1990) wrote that this movement to a more intrinsic motivation from an extrinsic one has been a "trend in the cultural evolution of humankind" (p. 124).

Csikszentmihalyi explored the way in which activities, such as reading or writing, that often seem boring to students can become experiences that students find enjoyable, interesting, and intrinsically-motivating. He described a state that people experience when they are doing something they enjoy as a flow experience or a state of flow. Three conditions characterize a flow experience: 1) action and awareness merge so that the person becomes a part of what they are doing; 2) flow experiences have clear goals; and 3) intense concentration.

In order for a student to become a part of the action, or to have action and awareness merge into one, there must be a balance between the level of challenge and the person's abilities or skills. Without that balance, the activity either becomes boring because it is beneath the child's skill level, or it becomes frustrating because the child does not have the requisite skills needed to meet the challenge. When either of these imbalances occurs, the child cannot enter a state of flow. The difficulty lies in the fact that what one student sees as a challenge may not be challenging to other students. The student must see that the challenge is meaningful in order to become intrinsically motivated to meet the challenge.

Clear goals are crucial in experiencing a state of flow because without goals there can be no feedback. Meaningful feedback is based upon the goals one has for carrying out a specific activity. Feedback may come from self or others, but feedback is what helps one continue to stay involved in an activity. Frequently, students begin an activity for extrinsic reasons, but as they continue with the activity, if their skill level matches the challenge and they understand how they are progressing, the motivation becomes more intrinsic.

The final condition of flow experiences, intense concentration, occurs when one becomes so absorbed in the task at hand that there is not room enough left to pay attention to self, others, or anything but the task. This intense concentration increases the intrinsic motivation for the activity.

When all of these characteristics of a flow experience exist, the experience becomes what Csikszentmihalyi (1990) terms "autotelic" (p. 131), meaning they are rewarding in and of themselves. The activity may have initially begun as a requirement or an assignment for a grade which are extrinsic in nature. However if the activity becomes one worth completing for its own sake, the motivation is then intrinsic in nature.

The issue for educators, then, is how to get students to experience a state of flow when reading. The literature suggests several strategies and practices. As mentioned previously, a teacher's enthusiasm for the subject can be an effective way to help students see that reading is a worthwhile activity. Students are influenced by the adult models they see, be they teachers, parents, or icons of popular culture. Cambourne (1995) referred to this as demonstration in his conditions for learning. Csikszentmihalyi stated that, "If the child knows adults he respects who read, he will take it for granted that reading is worthwhile" (p. 133).

A phenomenological study conducted by Corliss (2008) sought to examine and describe teachers' reading experiences and make connections between those personal reading experiences and the ways in which they teach reading. To conduct this qualitative study, Corliss selected eleven elementary teachers who taught in grades kindergarten through grade five. The data collection involved two face-to-face interviews with each of the participants. In those interviews, the researcher asked probing questions in an effort to gather information about each of their personal reading experiences from their earliest memories all the way to experiences with reading at the time of the interview.

Based upon her analysis of the narrative data collected, Corliss noted four themes that emerged: reading habits, access to books and reading materials, the social aspect of reading, and the affective aspect of reading. The emergence of the theme related to the affective aspect of reading suggests that affect is vital in the making of a reader. Corliss posited that one way to increase student motivation for reading would be for teachers to increase their own passion for reading and then share that passion for reading with students.

Gambrell (1996) wrote about the studies she and her colleagues at the National Reading Research Center conducted to investigate reading motivation in first-, third-, and fifth-graders. The researchers utilized the Motivation to Read Profile (MRP), designed by Gambrell, Palmer, Codling and Mazzoni, which consists of a survey instrument and a conversational interview. Based upon their studies of the third- and fifth-grade students, as well as the first-grade students, the researchers developed a stronger awareness that in order to foster reading motivation in students, it is necessary to create appropriate classroom cultures. The researchers concluded that one factor in creating a classroom culture that fosters reading motivation is a teacher who explicitly models reading. Gambrell explains that this is more than a teacher who reads in front of his or her students. Rather, to serve as an explicit model of reading the teacher must share his or her own reading with the students by showing how reading enhances his or her life. This demonstrates to students the ways in which reading can: help us learn more about the world, bring us pleasure and enjoyment, help us build stronger vocabularies, and help us become more effective speakers and writers. Even more importantly, though, when teachers share their own reading with their students, it gives the students the opportunity to see the teacher as a real reader. When teachers serve as explicit reading models for their students, they will help students increase their reading motivation.

In a study by Pitcher, et al (2007), eleven researchers worked together to revise Gambrell, Palmer, Codling and Mazzoni's (1966) Motivation to Read Profile to use with adolescent readers. The group then administered the revised Adolescent Motivation to Read Profile (AMRP) to students at eight sites in the United States and the Caribbean. The profile consisted of a student questionnaire and an interview. Based upon the interviews that were

conducted, the researchers noted that the teacher's enthusiasm can have a significant impact on the reading habits and attitudes of their students. Many of the interview participants discussed a teacher's excitement about reading, their knowledge of different authors, and how their enjoyment of various books impacted the student's own reading habits. In the discussion of their study results, Pitcher et al (2007) wrote that the study showed them the importance of us as teachers modeling our own reading enjoyment for our students.

Cambourne also cited immersion as a necessary condition for learning to occur. In reading, immersion is the act of surrounding students with books. Fader and Shaewitz (1966) referred to this as saturation. In his "English in Every Classroom" approach, he surrounded students with all kinds of newspapers, magazines, and paperback books as a way to help them see reading as a pleasurable experience. Fader chose to saturate the English classroom this way knowing that publishers are in the business of knowing what people want to read and because by bringing in these kinds of texts he was giving students access to the real world of literacy.

Walker (1966) echoed Fader's notion of surrounding students with books. He felt that in order to make reading something enjoyable for students, teachers needed to supply all kinds of reading materials that dealt with topics interesting to junior high students. He went on to suggest that teachers should encourage students to continue reading the books that they enjoyed as long as they were still enjoying them. His recommendation was that the teacher only try to move them on to other genres or authors when the students were obviously no longer enjoying the previous types of books.

The notion of surrounding students with appealing books and providing time to read shows up in more recent research as well. Worthy and McCool (1996) described students

who reported that if they had more time in school to read, as well as interesting reading materials, they would be more likely to read in school.

Gerla (1994) conducted a study in which she described a selected group of perservice teachers' attitudes about themselves as readers and writers. She wanted to study the impact of immersion in a transactional model of teaching, a reading/writing workshop, on their attitudes about themselves as readers and writers. The study was a naturalistic study of preservice teachers, specifically preservice reading specialists, enrolled in a language arts methods course at a large research university in the southwestern United States.

To gather data, Gerla conducted initial interviews with each of the participants to collect information about their literacy histories as well as their perceptions of themselves as readers and writers. There followed a semester's worth of data collection as the students progressed through the reading/writing workshop that was their language arts methods course. Data sources included transcripts of interviews and student conferences, transcripts of any small-group sessions, reflexive and response notebooks kept by each student during the workshop, field notes, and student writing.

Based upon the data analysis conducted by Gerla, the data revealed that the students' participation and immersion in a transactional model of learning (the reading/writing workshop) did in fact have a positive impact on their perceptions of themselves as readers and writers. Additionally, six factors were observed as contributors to the changed perceptions: 1) student ownership and control over the reading/writing workshop; 2) immersion; 3) a safe and risk-free environment; 4) time; 5) social interaction; and 6) response.

In evaluating and analyzing the initial literacy histories of the participants in the study, Gerla concluded that the majority of the students had either stopped reading completely or slowed down tremendously in their reading upon entering high school. The students' cited a variety of reasons including lack of choice in reading material, lack of time due to other activities, and too much outside reading assigned to complete. This study conducted by Gerla supports Cambourne's notion that immersion in the act of reading and writing will lead to changes in attitudes toward reading and writing.

In a study published in 2001 in *Reading Research Quarterly*, Ivey and Broaddus reported their findings on what makes middle school students want to read in class. Of the 430 students responding to an item about reading materials, 24% indicated that the quality of the materials lead to their interest. Out of the three hundred thirty-one students who responded to an item on how other people influence them to read, 11% of the students indicated that the teacher had an impact on their desire to read. The results of this study indicated that both immersion and demonstration play a role in motivating middle school students to read.

Allington (1977) viewed immersion as a way to help struggling readers improve at reading. He examined the interventions often used for struggling readers and found that in many cases, when students were labeled as "remedial readers" or "struggling readers," the amount of reading in which they engaged actually decreased. Allington posited that in order for students to become better readers they do not need repeated lessons on discrete skills, rather they need more time to read. By reading more, students will begin to see reading not as something they have to do, but as an enjoyable experience as their motivations shift from

extrinsic to intrinsic. Ultimately intrinsic motivation is the key to helping students become lifelong readers.

Artley (1975) conducted an informal study of what makes a good teacher of reading. He asked 100 junior and senior education majors enrolled in a reading methods class what they could remember about their own experiences with reading that indicated either effective or ineffective teachers. One of the respondents described a teacher who shared with his students an adult book he was reading for his own information and pleasure. The respondent explained that the teacher, by sharing his own reading, showed that reading was important to him as well, thus motivating the students. Some of Artley's other responses described something that they were not able to specify exactly. They discussed teacher characteristics such as enthusiasm, personality, and positive attitudes about reading, all of which motivated the students to read.

Johns and Lunt (1975) published an article that included suggestions for reading motivation made by teachers who attended a session on motivation for reading at a teacher institute in Illinois. One of the teachers wrote that she found "enthusiasm and optimism to be my most valuable tools for motivation" (p. 618).

Carlsen and Sherrill (1988) summarized their findings from 30 years of having college students write their reading autobiographies in their book *Voices of Readers: How We Come to Love Books*. In those autobiographies, students responded to several questions: 1) What did they remember about learning to read; 2) What books did they remember reading; 3) Who, if anyone, had been important in developing their attitudes toward reading; and 4) When and where did they read. Among the experiences that they found were likely to produce readers, Carlsen and Sherrill reported that seeing adults read was a factor in the 2-5

year age group, the 6-8 year age group, and the 9-11 year age group. Having a teacher show

interest in the individual's reading was a factor in the 6-8 year age group, the 9-11 year age

group, the 12-14 year age group, the 15-17 year age group, and the 18+ year age group.

In 1986, Csikszentmihalyi and McCormack published an article describing the

influence teachers have on their students. The authors reported that teenagers described the

influential teachers in their schooling to be those who were able to motivate students and

generate enthusiasm for learning by demonstrating their own involvement in the subject

matter as well as their ability to teach it. In addition, the authors noted that teenagers

respond well to teachers who exhibit a sense of excitement about the content and a

"contagious intellectual thrill" (p. 418).

Pavonetti (1997) echoed that belief in her dissertation, stating that "the activities that

have been named as highly motivational included . . . teachers who read aloud and are

interested in books" (p. 5). In the study Pavonetti undertook in part to examine the

relationship between ethnicity and reading motivational factors in school, she administered

open-ended questionnaires to six hundred twenty-six students enrolled in undergraduate level

education classes in the fall of 1996. From those questionnaires and subsequent follow-up

interviews, Pavonetti included as motivational teachers who exhibit an attitude of caring

toward their students. In addition, Pavonetti found that students need book recommendations

from others who are knowledgeable about books, including teachers and librarians.

Wood, (1998) conducted a study to verify that a relationship between enthusiastic

teaching behaviors and student outcome measures actually does exist. The study was a

quantitative, experimental study of 300 students enrolled in an introductory psychology

course at the University of Western Ontario. One hundred forty eight of the students were female, and one hundred fifty-two were male.

Subjects in the study were randomly assigned to one of four different treatment conditions. The first group was assigned to a group where the lecturer exhibited low enthusiasm. The second was assigned to a group where the lecturer exhibited high enthusiasm strategically. The third was assigned to a group where the lecturer exhibited high enthusiasm randomly. The fourth group was assigned to a group where the lecturer exhibited high enthusiasm uniformly. During and after each group's lecture, participants responded in multiple ways to specified prompts. At times, they were required to push a button during the lecture as a means of measuring attention. Following the lecture they took a multiple-choice test over information presented during the lecture. In addition, they completed a questionnaire in which they evaluated the teacher's effectiveness as well as their own interest in learning more about the topic presented.

Based upon the results, Wood found that the students who attended the lecture in which the teachers exhibited high enthusiasm strategically throughout the presentation performed better on the multiple choice test of student learning than students in any of the three other lecture conditions. In addition, participants in all three of the high enthusiasm conditions (high enthusiasm/strategic, high enthusiasm/random, high enthusiasm/uniform) gave the teacher higher scores on effectiveness than the students in the low enthusiasm condition. Another finding noted was that the participants in both the high enthusiasm/strategic and the high enthusiasm/random conditions gave themselves higher ratings with regard to the amount of interest they had in learning more about the topic than did the participants in the high enthusiasm/uniform and low enthusiasm conditions. Overall,

Wood's findings led her to suggest that teacher enthusiasm does produce significant effects on student motivation.

Scholz (2007) endeavored to carry out a study that could ultimately serve as a model for teachers showing them what expert middle school reading teachers do in their classrooms to foster student interest in reading. Scholz believed that many teachers struggle with the idea of how they can create student motivation for reading and desired to provide those teachers with detailed descriptions of expert teachers that focused on how they fostered motivation in their students.

Scholz described her qualitative research study as an instrumental case study that used multiple case studies. She chose the instrumental case study methodology because her purpose was not to simply observe the teachers; rather, she sought to gain insight into the ways in which expert teachers help create motivation for reading in their students. To select her sample, Scholz contacted principals, district supervisors and assistant supervisors in two mid-Atlantic public school districts to garner nominations of expert reading teachers in the middle school grades. Ultimately she chose three teachers teaching in those two school districts based upon the recommendations and nominations of the principals, district supervisors and assistant supervisors.

To gather data, Scholz conducted multiple face-to-face interviews with each subject and conducted multiple classroom observations in each teachers' class. The observations and interviews occurred at the end of the school year due to the principals' requests that the study not interfere with the standardized test preparation that would be occurring prior to mid-April of the school-year. Scholz also collected relevant classroom artifacts as part of the data. To analyze the data, the researcher utilized both analytic induction and enumeration procedures.

Included in the case studies were several instances where teachers indicated teacher enthusiasm as important in creating motivation for reading in their students. Teacher one spent time learning about each students' abilities and interests and used that information to help select books and materials for instruction. She stated that, "I think because I love reading they pick up on my enthusiasm" (p. 67). Teacher two also worked to choose books to use in her teaching that would match her students' interests. She explained that, "I think that it [a book] really needs to be interesting and I think the teacher has to enjoy it and have some kind of passion for it too because kids pick up on that" (p. 74). Teacher three worked to build relevant connections between the students, what was going on in their lives, and the topics of the books they were reading. Scholz wrote that, "her own enthusiasm seemed to generate and sustain students' motivation for reading" (p. 84). All three examples provide further support for the idea that teacher enthusiasm and passion for reading lead to student motivation for reading.

Helping students find ways to become motivated to read is crucial for teachers because research has shown that reading motivation has a positive impact on reading achievement. Fielding, Wilson and Anderson (1984), in a paper presented at the *Contexts of Literacy Conference*, posited that book reading by students is crucial because "the amount of book reading is fairly strongly related to growth in reading proficiency" (p. 151). This belief is supported by Heyns (1978) who found that the only summertime activity in which students engaged that had an impact on achievement was the amount of reading they did. Providing further support, Greaney's (1980) study of schoolchildren in Ireland led to the discovery of positive relationships between reading achievement and the amount of reading in which students engaged, including both books and comic books. In both the Greaney study and the

Heyns study, these gains in achievement were independent of family background factors such as socioeconimic status.

In Hussien's (1998) study on the relationship between motivation to read and reading achievement in students in grades kindergarten through third, Hussien found a small correlation between motivation to read and reading achievement. Based on the study, Hussien concluded that students who were motivated to read tended to be better readers. The researcher suggested that based on the data, both parents and teachers should model a high level of motivation for reading.

Filandro (1981) conducted a study of fifth grade students looking for a correlation between reading motivation and reading achievement. To measure reading motivation, Filandro used a questionnaire consisting of 18 items designed to reveal students' attitudes toward reading as a subject. To measure reading achievement, Filandro obtained the students' scores on the Gates Macginitie Reading Test. Filandro hypothesized that a positive correlation exists between reading motivation and reading achievement, and the data collected supported the hypothesis indicating that a substantial positive correlation exists between a child's motivation to read and a child's reading achievement.

Brazell (1981) conducted a study as part of a dissertation that looked at possible relationships between reading teacher practices and personal reading habits of teachers and the reading attitudes of fourth and fifth grade students. Brazell studied twenty-five teachers and their combined total of six hundred fifty-four students using the Heathington Intermediate Attitude Scale and the Teacher Practices Checklist as well as semantic differential scales. His third research hypothesis was stated in the negative form and hypothesized that there would be no significant relationship between teacher pretest scores

on personal reading habits and students' pretest scores on the semantic differential scales that measured attitude toward reading.

The results showed a correlation of .12 between the personal reading habits scores and the Heathington Intermediate Attitude Scale and a correlation of .12 between the personal reading habits scores and the semantic differential scales. Both of these values were statistically significant indicating that there was in fact a correlation between the personal reading habits of the teachers and the reading attitudes of the students.

A study conducted between 1989 and 1992 and published in 1991, sponsored by The International Association for the Evaluation of Educational Achievement, was carried out by Ingvar Lundberg and Pirjo Linnakylä. Its aim was to investigate the methods for teaching reading across a large number of education systems with "wide variations in traditions, economic development, school organization, classroom condition, teacher characteristics, orthography, etc." (p. v). Lundberg and Linnakylä's study looked at 10,500 teachers across 32 systems of education. The teachers included taught a combined total of 200,000 nine- and fourteen-year-olds.

In the analysis of their findings, the researchers examined a subset of economically advanced West European Countries. They found in comparing this subset of countries that teachers in the highest-achieving countries (Finland, France, and Sweden), teachers had a higher average level of readership than teachers in other countries. In summarizing their findings, Lundberg and Linnakylä (1992) posited that a good teacher for 9-year-old students "reads a lot, both professionally about education and also literature" (p. 92).

21ˢᵗ Century Literacies

According to NCTE, the face of literacy is changing for the 21ˢᵗ century, and students will need to possess a broad range of skills to cope with the demands. These literacies include a range of activities from reading texts online to participating in virtual classrooms. In essence, these increasing demands are due to the fact that "technology has increased the intensity and complexity of literate environments" (2008, p. 1).

The students we are teaching today will be using technologies that we can't even imagine at this point. These technologies are contributing to what Thomas Friedman (2005) calls a flat world. We cannot necessarily teach students how to use the technologies that will exist in their workplaces, nor can we give them every piece of information they will need to be successful. We do not yet have all of that information. We can, however, teach them to be readers of all kinds of texts, critical thinkers, and writers who can express themselves in many different kinds of communication mediums so that they will be able to meet the literacy demands of the flattened world of the 21ˢᵗ century.

Friedman writes about the kinds of people who will be successful in the new, flattened, world. In today's world and the world in which we have grown up, certain jobs were considered middle class. In the flattened world of the future, those middle class jobs are more likely to be outsourced or given over to technology—digitized. People will have to find new ways to keep their spots in the middle class and be considered part of the New Middle.

One type of person that will be successful in the New Middle is what Friedman calls "the great adapters." (p. 289). Adapters will be the people who are able to apply deep levels of skills to an ever-broadening array of situations. Instead of being specialized in one particular

area and having deep knowledge about it, or possessing only general knowledge in a variety of areas, they will have the ability to transfer their depth of skills from one area to another. They will be versatile as well as able and willing to continue learning and growing throughout their careers. This will make them much more marketable in the flattened world.

We will, as teachers, need to teach our students ways for them to adapt and find their niches in this new flat world. One way for them to do that is to become lifelong learners. As Friedman explains while describing a particular EDS employee, people will need to be constantly learning and adapting so that they continue to be marketable. Reading is one of the ways they can continue to broaden their knowledge base - whether it be in print or online.

Many of the technologies that people use today have a heavy reading load associated with them. For instance, MySpace or Facebook pages require lots of reading for the typical user. This means that even though it may not be the kind of text that ELAR teachers traditionally value, students are actually reading while using these different technologies, and at times they are reading quite a bit of text. The notion of reading material has evolved over time. Books, stories, and printed text have evolved over the years. Consider, even, the tales that originated in the oral tradition, tales that were told in the courts of kings, transported across countries, and eventually written down. These stories have continued to evolve from small, hand-held chapbooks to brilliantly illustrated picture storybooks. Text evolves, and is continuing to evolve into myriad different forms from video game narration, to blogs, to webpages, to instant messaging, to text messages, and even to vooks or books containing embedded video.

Ann Haas Dyson (2003) found that in urban, mostly low -income households, children make use of the cultural resources available to them which include music lyrics

(often hip-hop), television, and movies. As Paul Hazard (1944) said, "Children defend themselves" (p. 49), and this is exactly what Dyson found in her research. If English teachers refuse to accept these cultural resources as accessible literacies for many of our students, and instead only value books as literacy, we do those students a disservice. Just as English teachers sometimes have to acknowledge that the English language itself evolves, so must they acknowledge that the look and feel of literacy itself is evolving.

In his book *Reading Doesn't Matter Anymore . . . Shattering the Myths of Literacy*, David Booth (2006) discusses Finland's decision in 1998 to provide every teacher with five weeks of paid release time to engage in professional development related to new informational technologies. All sixth-graders in Finland (which boasts the highest reading scores on international assessments) have cellular telephones that they use not just for talking, but for texting each other, and futurists predict that before long all 7-year olds in Finland will be doing the same thing.

ELAR teachers of these 21st century learners, learners who are digital natives, need to be wide, avid readers themselves. Booth states that, "as literacy mentors for our children, we are required to live alongside our expectations for children" (p. 22). It is a myth that these teachers must be facile users of these 21st century technologies. However, by engaging in wide and avid reading, they are likely to read about some of the technologies their students use. An awareness of the technologies will increase the chance that the more traditional ELAR teacher will broaden his or her expectations and accept these varied texts as reading and not just as playing on the computer.

Perhaps some ELAR teachers secretly enjoy reading a type of text that is not part of the typical texts taught in language arts classes, texts such as comic books, magazines, blogs,

or even e-books such as those found on Amazon.com's Kindle or Sony's e-reader. If so, by sharing these different literacies with their students, or even simply modeling them for their students during independent reading time, they can show their students that they value a broad set of literacies. As Booth says, "Model what you value, shame no one. Text choice is personal" (p. 35).

In addition, a teacher who is a wide and avid reader, and enthusiastic about reading, will provide students with a model of an adult who has discovered a passion and engages in it regularly. Because the 21st century workplace will demand that workers be flexible and adaptable, workers who have found their passions and who learn from them will be much more likely to succeed.

Summary

Since the early 1900s, many teacher leaders and researchers have held the belief that teachers of reading need to serve as models of reading for their students. When teachers demonstrate their own love of reading and share their enthusiasm, students are more likely to become readers themselves. Many studies have been published which indicate a lack of reading among English language arts teachers. The statistics are disturbing because published standards for teachers of reading and English language arts characterize accomplished teachers as avid readers who read from a variety of genres and who have a genuine passion for their subject matter. If one goal of the standards is to help students develop into lifelong readers who can adapt and continually increase their knowledge base so that they can be successful in the 21st century, filling our English language arts classrooms with teachers who read widely and avidly is imperative.

CHAPTER THREE

METHODOLOGY

Introduction

The purpose of the study was to describe the reading motivations and attitudes of middle school language arts teachers as well as their professional journal reading habits and to compare relationships between those reading motivations, attitudes, and professional reading habits, and teacher years of experience, memberships in professional organizations, level of education, and route to teacher certification. The study addressed the following research questions: What are the reading motivations, attitudes, and professional journal reading habits of middle school language arts teachers? What are the relationships between the reading motivations, attitudes, and professional journal reading habits of middle school language arts teachers and teacher years of experience, memberships in professional organizations, level of education, and route to teacher certification? This section describes the methodology used to conduct the study. It is divided into the following subsections: 1) participants; 2) instrument; 3) data collection procedures; 4) data analysis procedures; and 5) limitations of the study.

Participants

The participants for this study were drawn from the population of middle school language arts teachers in a suburban school district outside Houston, Texas. For the purposes of this study, middle school included grades six through eight. To distribute the study, the researcher gained permission from the university to request email addresses from the school

district and distribute the survey. Next, the researcher contacted the Public Relations Office

for the school district requesting the email addresses of all language arts and/or reading

teachers of grades six through eight in the district. Upon approval by the district and receipt

of the email addresses, the researcher sent an email to each of those teachers with a link to

the online survey along with a cover letter explaining the study to all 6th-8th grade teachers of

English/language arts and/or reading in the specified school district.

Of the 118 teachers who responded to the survey, 70.9% (N=83) reported having a

bachelor's degree and 29.1% (N=24) reported having a master's degree. 43.6% (N=51)

reported having completed a traditional teaching certification program while 56.4% (N=66)

reported having completed an alternative teaching certification program. Years of experience

indicators showed that 53.4% (N=63) of the respondents have been teaching for 0-5 years,

21.2% (N=25) have been teaching for 6-10 years, 14.4% (N=17) have been teaching for 11-

20 years, and 11.0% (13) have been teaching for 20 years or more. 32.5% (N=38) reported

their age as 21-30, 26.5% (N=31) as 31-40, 20.5% (N=24) as 41-50, 17.9% (N=21) as 51-60,

and 2.6% (N=3) as 60+ years of age. The gender breakdown of respondents based upon the

data was 93.2% (N=109) female and 6.8% (N=8) male.

Instrumentation

The questionnaire for this research study was designed based partially on surveys

conducted by Tchudi and Tchudi (1979) and Nelms (1989). The Tchudis developed the

original survey as editors of *English Journal*. Their aim was to describe English teachers'

literary favorites from different genres. Their survey asked participants to list titles of their

personal favorite books as well as their favorite books to teach. In the report of their survey,

the Tchudis explained that the sample they used did not represent a true random sample of

English teachers. The survey was published in the September 1978 edition of the *English Journal*. Their sample was made up of teachers who mailed in survey responses or completed the questionnaire at the 1978 Kansas City NCTE Convention. In addition, because the sample was not representative of the population of English teachers, they explained that the results could not then be generalized to the entire population of English teachers.

In 1988, Nelms repeated the survey. Nelms' goals were to see how things had changed over the ten years since the original survey. Again, the survey was not administered to a true national sample randomly. The survey was published in the April 1988 *English Journal,* distributed at a NCTE Secondary Section meeting, and mailed to a small random sample of teachers who subscribed to *English Journal*. The small size of the sample and its limited representativeness prevented it being generalized to the national population of English teachers. Nelms modified the survey to include both print and nonprint media categories.

This research study's questionnaire, though based on the surveys by Tchudi and Tchudi, and Nelms, was modified substantially based on conversations with professionals in the field of language arts. Changes that were made included: combining the items "modern drama" and "classical drama"; combining the items "filmed book" and "televised book" into "film of a book"; changing "recording (music)" to "lyrics," and "recording (literature)" to "audiobook"; adding new categories including "website as a resource," "newspaper column," "magazine (popular)," "magazine (educational)," "podcast," "blog," "professional book," and "professional journal." These changes are supported by recent research by Nathanson, Pruslow, and Levitt (2006) who recommended that future research into teachers' reading

habits should take into consideration technology-based forms of reading so that new information technologies would be included.

In addition to the above changes, the researcher also added a section of scaled items to better describe the participants in the survey. The scaled items included items that asked participants to respond from "strongly agree" to strongly disagree," items that required respondents to check all that apply, and items with anchors from "often" to "rarely." Based upon suggestions from colleagues enrolled in a doctoral level research course and from a noted professional in the field of juvenile and adolescent literature, final revisions were made to the survey and the researcher created the layout for a pilot survey instrument. The survey that was used for the pilot study is located in Appendix A.

A pilot study was conducted in a suburban school district in Houston, Texas. The district has seven regular middle schools and two charter middle schools. The middle schools contain approximately 6,600 students total, and the district's student population is comprised of 53% Hispanic students, 33% White students, 8% African American students, and 6% Asian students. The total number of middle school language arts and reading teachers at the time was 105. Due to the lack of permission from one campus administrator, the survey was distributed to only 95 of the 105 middle school language arts and reading teachers. A total of 69 surveys were returned for a response rate of 72.6%.

Based upon the factor analysis that the researcher completed on the pilot survey and study, the survey was revised. The revised survey includes two factors with a total of 17 items. Component 1, *Reading Motivations and Attitudes of Middle School Language Arts Teachers*, had 10 items. Items in factor 1 used a 5-point Likert scale. The items in factor 1 used the scale *strongly agree, agree, neutral, disagree, and strongly disagree*. These items

had strong factor loadings on the rotated component matrix completed after the pilot study of the survey and had little to no association with other components and, combined, had a strong Cronbach's alpha of .935.

Component two, *Professional Journal Reading Habits of Middle School Language Arts Teachers*, had six items with moderate to strong factor loadings on the rotated component matrix. The items in factor 2 used a 4-point Likert scale of *regularly, sometimes, rarely,* and *never*. One item under this component, *How often do you read a journal from a state organization* (.342), had only a weak factor loading. Despite the weak factor loading of this item, the researcher chose to keep it a part of the survey because many teachers may not have access to national professional journals for financial or other reasons. The items in Factor 2 had little to no association with other components, and their combined Cronbach's alpha was acceptable at .724. The items for both factors, factor loadings, and Cronbach's alpha are presented in Table 1.

The survey also included demographic questions. These questions included: an item about how respondents get access to books, for example library, bookstore, or friend (respondents check all methods from a list that apply); an item about when they read (respondents check all items from a list that apply); an item asking them to check the professional organizations of which they are a member; an item asking their highest level of education; an item asking them to indicate their route to teacher certification (either a traditional preparation program or an alternative certification program); items regarding their gender and number of years of teaching experience; and an item asking them to estimate the number of books in their classroom library. See Appendix A for the full pilot study survey.

Data Collection Procedures

After gaining approval from the researcher's dissertation committee as well as approval from the University of Houston's Committee for the Protection of Human Subjects, the research began. The researcher selected a web-based survey platform and, using the researcher's revised paper survey, created a survey using the selected website.

Once the online survey was completely designed and set up, the researcher contacted 6th-8th grade English/language arts teachers in the selected district with a cover letter explaining the study as well as a link to the online survey. The researcher was able to log in to the website and survey to monitor the rate of response and based on the number of responses submitted, determined an appropriate time to close the survey. Ultimately, teachers had a little more than three weeks to complete the survey.

Table 1

Factors and Corresponding Items

Item	Factor 1 Reading Motivations and Attitudes	Factor 1 Reliability and Alpha	Factor 2 Professional Journal Reading Habits	Factor 2 Reliability and Alpha
Enjoy reading	.912			
Enjoy going to library	.725			
Read for escape	.633			
Read to learn new info	.795			
Read for self-improvement	.776			
Read to improve teaching	.855	.935		
Read to find books for students	.814			
Believe reading is important	.903			
Choose to read if free time	.799			

Consider self avid reader	.803	
How often read EJ		.738
How often read RT		.703
How often read LA		.609
How often read VM		.763
How often read ALAN		.645 .795
How often read JAAL		.651
How often read journal from state org		.342

Data Analysis Procedures

After the end-date for the online survey, the data were imported from the website into SPSS in order to get frequency data for each of the scaled items on the survey. The data were further analyzed to determine a mean score for each of the two constructs: reading motivations and attitudes and professional journal reading habits. This data enabled the researcher to describe the reading motivations and attitudes and the professional journal reading habits of the middle school language arts teachers who participated in the survey.

A multivariate analysis of variance (MANOVA) was used to provide answers for Research Question #2: Do the reading motivations, attitudes, professional journal reading habits of middle school language arts teachers vary as a function of years of experience, route to certification, memberships in professional organizations, and level of education? This statistical technique provided the researcher with information about whether groups differ on more than one of the dependent variables. The MANOVA examined the dependent variables of reading motivations and attitudes, and professional journal reading habits. Each participant in the study received a score for each of the two dependent variables.

Independent variables for this analysis were years of experience, route to certification, and level of education. Years of experience was categorized as 0-5, 6-10, 11-20, 20 or more years. Route to certification was categorized as traditional/university or alternative certification program. Level of education was categorized as Bachelor's degree, Master's degree, Doctoral degree.

Limitations of the Study

This study of the reading motivations and attitudes and professional reading habits of middle school language arts teachers was subject to some limitations regarding sample, generalizability, and answers regarding social desirability. It was virtually impossible for the researcher to guarantee that all participants responded honestly to all items on the survey. In addition, since reading is a behavior seen by many adults as a socially desirable behavior, there exists a chance that some respondents indicated that they read more than they actually do. Finally, the generalizability of the results beyond the population of participants is not valid.

Summary

This section describes the methodology that was used to conduct the proposed study. Specifically, this section presents a description of: 1) the participants; 2) instrumentation; 3) data collection procedures; 4) data analysis procedures; and 5) limitations of the study.

CHAPTER FOUR

RESULTS

Introduction

The purpose of the study was to describe the reading attitudes, habits, and behaviors of middle school language arts teachers. The previous chapter described the methods used to design the survey and collect and analyze the data for the study. A survey was developed and piloted, and two factors were identified through factor analysis in order to answer the research questions: Component 1, which was named *Reading Motivations and Attitudes of Middle School Language Arts Teachers* and Component 2, which was named *Professional Journal Reading Habits of Middle School Language Arts Teachers*. This section includes the results of the data analysis for the study. Specifically, this section includes the results of the descriptive statistics and MANOVA conducted in relation to the research questions: What are the reading motivations, attitudes, and professional journal reading habits of middle school language arts teachers? and What are the relationships between the reading motivations, attitudes, and professional journal reading habits of middle school language arts teachers and teacher years of experience, memberships in professional organizations, level of education, and route to teacher certification? The results of the analysis begin with the participants and are then organized by each of the two research questions.

Participants

Descriptive data analysis of the teacher participants of the survey showed that out of the 155 participants who received a request to complete the survey along with a link to the

survey, 118 participants actually completed the survey for a 76.12% return rate. 70.9% (N=83) of the respondents reported having a bachelor's degree and 29.1% (N=34) reported having a master's degree while no respondents reported having a doctoral degree. 43.6% (N=51) reported having completed a traditional teaching certification program while 56.4% (N=66) reported having completed an alternative teaching certification program. Years of experience indicators showed that 53.4% (N=63) of the respondents have been teaching for 0-5 years, 21.2% (N=25) have been teaching for 6-10 years, 14.4% (N=17) have been teaching for 11-20 years, and 11.0% (13) have been teaching for 20 years or more. 32.5% (N=38) reported their age as 21-30, 26.5% (N=31) as 31-40, 20.5% (N=24) as 41-50, 17.9% (N=21) as 51-60, and 2.6% (N=3) as 60+ years of age. The gender breakdown of respondents based upon the data was 93.2% (N=109) female and 6.8% (N=8) male.

Research Question One - What are the reading motivations, attitudes, and professional journal reading habits of middle school language arts teachers?

Reading Behaviors

Descriptive data analysis of the teacher participants using crosstabs showed some differences between teachers with bachelor's degrees and those with master's degrees and their reading behaviors. In response to the item *I read to improve my teaching practices*, 90.9% (N=30) of the teachers with master's degrees strongly agreed or agreed whereas 86.7% (N=78) of the teachers with bachelor's degrees strongly agreed or agreed. A larger descriptive difference was indicated for the item *I read to find books my students will enjoy*, but in the opposite direction. 92.7% (N=77) of the teachers with bachelor's degrees strongly agreed or agreed with this statement, but only 85.2% (N=29) of the teachers with master's degrees strongly agreed or agreed with the same statement. Additionally, in response to the

item *When I have free time I choose to read,* 90.3% (N= 75) of the teachers with bachelor's degrees strongly agreed or agreed compared to 79.4% (N=27) of the teachers with master's degrees who strongly agreed or agreed.

Of the teachers who received traditional university teacher certification, only 52% (N=26) strongly agreed that they read to improve their teaching practice compared with 62.1% (N=42) of the alternatively certified teachers. 54.9% (N=28) of the traditionally certified teachers strongly agreed that they read to find books their students will enjoy while 63.6% (N=42) of the alternatively certified teachers strongly agreed that they read to find books their students would enjoy. Conversely, 58.8% (N=30) of the traditionally certified teachers strongly agreed that they choose to read when they have free time while only 46.9% (N=31) of the alternatively certified teachers strongly agreed that they choose to read when they have free time.

Descriptive differences also surfaced between teachers based on years of experience. For the item *I read to improve my teaching practices*, 61.9% (N=39) of the teachers with 0-5 years of experience strongly agreed with the statement, 40% (N=25) of the teachers with 6-10 years of experience strongly agreed, 62.5% (N=16) of the teachers with 11-20 years of experience strongly agreed, and 69.2% (N=9) of the teachers with 20+ years of experience strongly agreed.

For the item *I read to find books my students will enjoy*, the teachers with 6-10 years of experience again strongly agreed at a lower percentage than the other groups. 60.3% (N=38) of teachers with 0-5 years of experience strongly agreed, 52% (N=13) of teachers with 6-10 years of experience strongly agreed, 64.7% (N=11) of the teachers with 11-20

years of experience strongly agreed, and 69.2% (N=9) of the teachers with 20+ years of experience strongly agreed.

In terms of the item *I choose to read if I have free time*, the teachers with 11+ years of experience strongly agreed at a higher rate than teachers with 0-10 years of experience. 49.2% (N=31) of the teachers with 0-5 years of experience strongly agreed and 40% (N=10) of the teachers with 6-10 years of experience strongly agreed while 70.5% (N=12) and 69.2% (N=9) of the teachers with 11-10 years of experience and 20+ years of experience respectively strongly agreed with the statement. Appendix E contains tables with the distributions of responses to all of the items by each of the independent variable categories.

Professional Journal Reading Habits

The goal of the items under this heading was to measure the professional journal reading habits of middle school language arts teachers. These items, which make up Component 2, consisted of seven statements with which participants indicated how often they read a particular journal (regularly, sometimes, rarely, or never). The journals included in the survey were: *English Journal*, *The Reading Teacher*, *Language Arts*, *Voices from the Middle*, *The ALAN Review*, *Journal of Adolescent and Adult Literacy*, or a journal from a state professional organization.

More than 50% of the participants indicated that they never read any of the professional journals listed or a journal from a state professional organization. The choice "journal from a state professional organization" had the highest percentage of participants, 6.8%, who indicated regularly reading it. A journal from a state professional organization also had the highest percentage (25.4%) of participants who reported sometimes reading it.

The data suggest that reading professional journals is not a priority for the participating teachers.

Descriptive data analysis for professional journal reading habits and teachers based on their education level revealed some differences. For each of the specific journal titles included in the survey, the data indicate that teachers with master's degrees selected rarely or never less than those with bachelor's degrees. See Table 2 below for specific percentages. Although more than 50% of each of the two groups of teachers still chose rarely or never for how often they read any of the journals listed, fewer of the master's degreed teachers selected rarely or never than did the bachelor's degreed teachers.

Table 2

Percentages of Teachers Indicating Rarely/Never by Specific Journal and Education Level

Education Level	EJ	RT	LA	VM	AR	JAAL	State
Master's Degree	82%	80.2%	85.5%	82%	97.2%	83.1%	73.4%
Bachelor's Degree	75%	61.2%	76.6%	78.5%	89.6%	80.0%	48.4%

Descriptive data analysis using crosstab statistics for route to certification and professional journal reading habits revealed some differences when looking at the rarely and never indicators. Overall, the data indicated that generally speaking traditionally certified teachers selected rarely or never less frequently for how often they read specific journals than did alternatively certified teachers. 25.6% of the traditionally certified teachers indicated some engagement with professional journal reading by selecting regularly or sometimes

while only 20.8% of the alternatively certified teachers indicated some engagement.

Appendix E contains tables with more detailed information about these differences.

Descriptive data analysis of the Component 2 items combined with the variables of

years of experience revealed some differences. Of the 22.4% who did indicate some

engagement with journals, 10.6% had 0-5 years of experience, 5.8% had 6-10 years of

experience, 3.1% had 11-20 years of experience, and 2.8% had 20+ years of experience.

Detailed tabular information showing the percentages of teachers who indicated that they

rarely or never read the various professional journals broken down by years of experience

can be found in Appendix E. In general, the teachers with fewer years of experience selected

rarely or never at a higher rate than the teachers with 11-20 or 20+ years of experience.

The minimum and maximum values (10.0 and 31.0 respectively) of Component 1

(reading motivations and attitudes), which consisted of 10 items, indicated that while a few

respondents "strongly disagreed" with Component 1 which is reading motivations and

attitudes, most of the participants "strongly agreed" and "agreed" with Component 1. The

mean of 15.30 fell just above the midpoint of 15.00 with a standard deviation of 4.49. These

data indicate that participants mostly responded in a narrow range of "strongly agree" and

"agree." The minimum (11.0) and maximum (28.0) values of Component 2 (professional

journal reading), which consisted of 7 items, revealed that while some respondents indicated

that they "regularly" or "sometimes" read some of the professional journals, the majority

indicated that they "rarely" or "never" read any of the listed journals. The mean of 24.38 fell

slightly below the midpoint of 26.0 with a standard deviation of 4.33 indicating that a large

portion of respondents responded in a narrow range of "rarely" and "never."

Professional Affiliations

As part of the survey, teachers were asked to check professional organizations to which they belong. The list of professional organizations included: National Council of Teachers of English (NCTE), Texas Council of Teachers of English Language Arts (TCTELA), International Reading Association (IRA), Texas Association for the Improvement of Reading (TAIR), Association for Supervision and Curriculum Development (ASCD), or none of the above. 87.2% (N=95) of all participants indicated that they belonged to none of the above professional organizations.

Descriptive data analysis of the teacher participants of the survey indicated that 81.9% (N=68) of the teachers with bachelor's degrees belong to none of the listed professional organizations while 76.4% (N=26) of the teachers with master's degrees belonged to none of the listed professional organizations. So while a large number of the respondents indicated belonging to none of the selected professional organizations, fewer of those with master's selected none of the above than did those with bachelor's degrees.

Differences were also indicated in terms of professional affiliations among traditionally certified and alternatively certified teachers. Of the traditionally certified teachers, 76.4% (N=51) indicated that they did not belong to any of the listed professional organizations. A larger percentage of alternatively certified teachers indicated membership in none of the listed professional organizations, 84.8% (N=66).

Finally, in terms of years of experience, the data revealed that the teachers with more years of experience selected "none of the above" in response to the professional affiliation question than did those with fewer years of experience. Specifically, of the teachers who have been teaching for 0-5 years, 85.7% (N=54) selected none of the above. Among

respondents who have been teaching for 6-10, 80.0% (N=20) years selected none of the above. 70.5% (N=12) of the teachers with 11-20 years of experience selected none of the above, and 69.2% (N=13) of the teachers who have been teaching for 20 or more years selected none of the above. A more detailed view of the data can be found in tabular form in Appendix E.

Research Question Two - Do the reading motivations and attitudes and professional journal reading habits of middle school language arts teachers vary as a function of years of experience, route to certification, and level of education?

 As discussed in Chapter Three, the original research design included professional memberships. However, when the initial MANOVA was run, the data indicated that there was not enough variability among professional memberships for it to be included as an independent variable; therefore it was removed from the MANOVA. The two dependent variables were reading motivations and attitudes and professional journal reading habits.

 A MANOVA was used to provide answers for Research Question #2: Do the reading motivations, attitudes, professional journal reading habits of middle school language arts teachers vary as a function of years of experience, route to certification, and level of education? This statistical technique provided the researcher with information about whether groups differ on more than one of the dependent variables. The MANOVA examined the dependent variables of reading motivations and attitudes, and professional journal reading habits.

 A two-way MANOVA was conducted to determine the effect of education level, route to certification, and years of experience on reading motivation and attitudes and professional journal reading habits. MANOVA results indicate that education level [Wilk's

$\Lambda = .917$, $F(2, 77) = 3.487$, $p = .035$] significantly predicted the DV of professional journal reading habits with a significance at the .010 level. For these items, participants were asked to indicate how often they read each of the selected journals with their choices being regularly, sometimes, rarely, or never, thus lower mean scores indicate more professional journal reading.

MANOVA results indicate that education did not significantly predict the DV of reading motivation and attitude ($p=.746$). MANOVA results indicate that neither route to certification [Wilk's $\Lambda = .987$, $F(2, 77) = .491$, $p = .614$] nor years of experience [Wilk's $\Lambda = .909$, $F(6, 154) = 1.248$, $p = .285$] significantly predict the DVs of reading motivation and attitudes or professional journal reading habits.

Table 3 below illustrates how education level, route to certification, and years of experience predict the dependent variable of reading motivations and attitudes..

Table 3

Multivariate Analysis of Variance for Component 1: Reading Motivations and Attitudes

Source	df	F	p
Education Level	1	2.180	.746
Route to Certification	1	.440	.509
Years of Experience	3	.776	.511

Table 4 below illustrates how education level, route to certification, and years of experience predict the dependent variable of professional journal reading habits.

Table 4

Multivariate Analysis of Variance for Component 2: Professional Journal Rdg. Habits

Source	df	F	*p*
Education Level	1	6.894	.010
Route to Certification	1	.588	.445
Years of Experience	3	1.734	.167

Summary

This section reports the results of the data analysis for the study. This section specifically included the results of the descriptive statistics and the MANOVA associated with the two components of the survey developed to answer the research questions: What are the reading motivations, attitudes, and professional journal reading habits of middle school language arts teachers? and What are the relationships between the reading motivations, attitudes, and professional journal reading habits of middle school language arts teachers and teacher years of experience, memberships in professional organizations, level of education, and route to teacher certification? The descriptive statistics indicated that while a large number of the respondents from all categories including education level, route to certification and years of experience, indicated that they enjoy reading and read often, few of the respondents read professionally from the selected journals. In addition, the descriptive statistics showed that in most cases teachers with more years of experience, teachers who are traditionally certified, and teachers with master's degrees engage in more professional journal reading than do teachers with fewer years of experience, alternatively certified teachers, and teachers with bachelor's degrees. The MANOVA indicated that education level is a significant predictor of the professional journal reading habits of teachers and that neither

route to certification nor years of experience significantly predict either reading motivations

and attitudes or professional journal reading habits.

CHAPTER FIVE

DISCUSSON AND CONCLUSIONS

Introduction

The purpose of this research study was to describe the reading attitudes, habits, and behaviors of middle school language arts teachers. Students will be surrounded by many kinds of texts in their lives and will need to be able to read and comprehend those texts. In addition, both individual states and the federal government outline requirements to ensure that highly qualified teachers teach students in public schools. These two factors led to a need for information that describes the characteristics and qualifications of teachers already working in the field of language arts. This research study was an attempt to describe the characteristics of middle school language arts teachers in terms of their reading attitudes, habits, and behaviors.

A link to an online survey was distributed to 155 middle school language arts teachers in a suburban school district. 118 teachers completed the survey for a 76.12% return rate. The survey used two factors in order to answer the research questions: Component 1, *Reading Motivations and Attitudes of Middle School Language Arts Teachers* (*"motivation"*) and Component 2, *Professional Journal Reading Habits of Middle School Language Arts Teachers ("professional reading")*. The previous chapters discussed the need for the study, the background of the study, the related literature, the development of a survey, data collection and analysis procedures, and the results of the survey. This chapter will review the need for teachers who read, reported reading habits of teachers, standards for teachers of

language arts, student motivation for reading, and the findings of components 1 and 2. This chapter will also discuss the implications of the study for teachers, schools, and school districts, the limitations of the study, and the implications of the study for future research.

The Need for Teachers who Read

Educators have long realized the importance of reading. In 1936, Dora V. Smith, a pioneer in the field of English education, articulated the need for teachers to teach reading in a more natural way. One way for teachers to achieve this was by modeling the love of reading themselves. A decade later, another pioneering English educator, Lou LaBrant, served as a model of the lifelong learning and reading that she firmly believed should be inherent in every English teacher. In the 1960s, Hutton took the idea of modeling lifelong reading one step further by recommending it as a habit for college professors as well. Additionally, Mour (1977) suggested that by reading widely and habitually, teachers could serve as positive role models of reading for their students.

Some researchers, including Smith, Otto, and Hansen (1978) have viewed reading as one of the most important commodities that teachers need to sell to children and that therefore, teachers must be readers themselves. Spiegel (1981) concurred with the idea of teachers needing to sell the idea of reading to students and that in order to sell the product, teachers must first genuinely enjoy it themselves. By modeling enthusiasm for reading, Filandro (1981) concluded that teachers could contribute to student reading motivation. Conversely, Gersten (2002) found that among the literate nonreading adults she studied, one of the common issues they discussed was teacher attitude. In their responses, the ten literate nonreading adults indicated that they believed their teacher disliked them, disliked teaching, or had a benign or apathetic attitude toward reading and toward the students.

Reported Reading Habits of Teachers

In 1930, Finney conducted a study to describe the reading interests, habits and needs of teachers-in-training. The results of the data collection indicated that only a few of the participants were book readers, but the majority were not. The data showed that the teachers-in-training read almost universally from magazines.

Golden (1979) studied the personal reading habits of 173 teachers of kindergarten through grade six. Based upon the data collected, Golden was able to conclude that the participants did not exhibit an active interest in reading, and that additionally, they did not show an active interest in reading professional books or journals. Smith (1981) found similar results among the 550 participants she surveyed. Based upon her data collection, Smith found that 65% of the participants read from professional periodicals thirty minutes or less per week. Myrick's (1990) study led to similar conclusions. Based upon the results of his study of 650 teachers, Myrick was able to conclude that teachers tend to read more from educational journals of a practical nature that contain ideas and tips for classroom teaching. Hughes' (1991) study of 913 language arts teachers of kindergarten through grade twelve found that 8.29% indicated they did not read professional education journals at all and that fewer than 47% of the participants spent more than 30 minutes per week reading professional journals.

In 2004, Applegate and Applegate coined the phrase "the Peter effect" to describe the phenomenon of teachers who have the responsibility of conveying an enthusiasm for reading to their students when they don't have that enthusiasm themselves. They coined this phrase after finding that many of their education students had no enthusiasm for reading but rather

saw it only as an academic requirement. To determine the magnitude of the Peter effect, the Applegates designed a study of 195 elementary education majors from two different universities. The first administration of the survey indicated that 54.3% of the preservice teachers were classified as unenthusiastic readers. After revising the survey and administering it to a second set of students from the same two universities, they found that 48.4% of the students were unenthusiastic readers. Their findings led them to encourage school districts to consider screening teacher candidates to determine their levels of engagement and motivation for reading as part of the hiring process.

Standards and English Language Arts

Not only does our country have standards for what students are expected to master, but both the government as well as professional organizations have standards for what constitutes a proficient teacher. Arne Duncan, current Secretary of Education, explained to the National Education Association in 2009 that regardless of what it takes, every child in America should be learning from an effective teacher. The expectation of the No Child Left Behind Act was that states need to ensure that by 2005, their teachers were highly qualified. In order to be considered highly qualified, teachers needed to 1) have a bachelor's degree, 2) have full state certification or licensure, and 3) prove that they know each subject they teach. To prove competency in a subject, they could have a major in that subject, have the equivalent credits to a major in that subject, pass a state's certification test for that subject, have a graduate degree, or have some combination of teaching experience and knowledge in the subject gained over time in the profession.

Professional organizations in the field of language arts also have standards for what makes an effective language arts teacher. The National Council for Accreditation of Teacher

Education (NCATE) and the National Council of Teachers of English (NCTE) have guidelines for evaluating teacher education programs in English language arts. Their NCTE/NCATE standards indicate that English language arts teachers should be knowledgeable about a wide range of literary genres and authors.

The National Board for Professional Teaching Standards (NBPTS) has among its standards for the certification in Early Adolescence English Language Arts that a successful candidate for this certification will know a wide range of texts that will include traditional, contemporary, young adult nonfiction, popular, and electronic texts. In addition, their standards indicate that a candidate for certification will demonstrate a contagious enthusiasm for the language arts. NBPTS, in its standards for the Adolescence and Young Adulthood English Language Arts, indicates that successful candidates are well read. NBPTS also expects that candidates are lifelong learners who read professional literature, are members of professional organizations, and are reflective practitioners.

NCTE also outlines specific characteristics of effective English teachers. One characteristic is an enthusiasm for all aspects of language arts, including reading. They further describe an effective English teacher as a lifelong learner who engages in continuous professional development both individually and collegially. The International Reading Association (IRA) has outlined similar expectations for accomplished reading professionals. IRA expects that competent professionals in the field of reading should belong to professional organizations dedicated to reading and writing.

These standards from both the government and noted professional organizations in the field of language arts all highlight the expectation that accomplished teachers in English language arts should enjoy reading, should read widely, should be lifelong learners, should

belong to professional organizations, should read professionally, and should display an enthusiasm for reading.

Student Motivation for Reading

In light of the fact that research shows that students' motivation for reading wanes as they move through their school years (Guthrie, Alao, and Rinehart, 1997; Guthrie and Wigfield, 2000), it is important for teachers to find ways to keep students motivated to read as they enter and go through their middle school years. Corliss (2008) posited based upon a qualitative study she conducted of eleven elementary teachers, that one way to increase student motivation for reading was for teachers to work to develop their own passion for reading and then share that passion for reading with students.

Gambrell (1996) and colleagues at the National Reading Research Center came to similar conclusions based upon their studies of reading motivation in first-, third-, and fifth-graders. The researchers concluded that appropriate classroom cultures are necessary to foster reading motivation in students, and that one factor in creating that classroom culture is a teacher who explicitly models reading. They went on to explain that in order to serve as an explicit model of reading, the teacher must not only read in front of his or her students, but must also share his or her own reading with the students by showing the students how reading enhances his or her life.

Carlsen and Sherrill (1988) studied the reading autobiographies written by their college students over 30+ years. Based upon their data, Carlsen and Sherrill reported that having a teacher show interest in the individual's reading was a factor in the 6-8 year age group, the 9-11 year age group, the 12-14 year age group, the 15-17 year age group, and the 18+ year age group.

Pavonetti (1997) surveyed 626 undergraduate level education students. Based upon the survey results and subsequent follow-up interviews, Pavonetti concluded that teachers who exhibit an attitude of caring toward their students are motivating to their students. In addition, Pavonetti concluded that students need book recommendations from others who are knowledge about books, including teachers and librarians.

In summary, these findings point out the importance of enthusiastic, caring teachers who model and share their reading in helping students build and maintain motivation for reading.

Findings from Component 1

Component 1 measured teachers' reading attitudes, habits and motivations. The minimum and maximum values (10.0 and 31.0 respectively) of Component 1 (reading motivations and attitudes), which consisted of 10 items, indicated that while a few respondents "strongly disagreed" with Component 1 which is reading motivations and attitudes, most of the participants "strongly agreed" and "agreed" with Component 1. The mean of 15.30 fell just above the midpoint of 15.00 with a standard deviation of 4.49. These data indicate that participants mostly responded in a narrow range of "strongly agree" and "agree" to the 10 items that made up Component 1.

Some of the specific items that make up Component 1 revealed differences among different groups of teachers. The data indicated that teachers with master's degrees read to improve their teaching practices more than teachers with bachelor's degrees. Teachers with master's degrees also read to find books their students will enjoy more than do teachers with bachelor's degrees. More teachers who are alternatively certified read to improve their teaching practices and to find books their students will enjoy than teachers who are

traditionally certified. However, more of the traditionally certified teachers indicated that they choose to read when they have free time than did alternatively certified teachers.

The data also indicated that the more years of experience a teacher has, the more they read to improve their teaching practices and to find books their students will enjoy. Additionally, teachers with 11 or more years of experience indicated that they choose to read if they have free time than did teachers with 10 or fewer years of experience.

Although the survey results indicated that the participants have a strong motivation to read, the differences between different groups are points of interest. It is important to note that the teachers with bachelor's degrees indicated that although they enjoy reading, they read to improve their teaching practices or to find books for their students at a lesser rate than those with master's degrees.

These results are consistent with some of the related literature. Dillingofski (1993) reported on a survey conducted by the Association of American Publishers Reading Initiative that looked at the reading habits of elementary classroom teachers. Participants in the study indicated that they needed more time in order to search for books, read them, and share them in the classroom. Teachers with more years of experience often have learned how to manage the demands on them in terms of teaching, paperwork grading, and required meetings. This ability to better manage their time may give them more time to read as a way to improve their teaching practices or to find books their students will enjoy.

Hill and Beers (1993) conducted a survey with 625 teachers who attended a Book and Author Luncheon at the 1993 IRA national convention. The results of their survey indicated that 78% of the teachers described themselves as avid readers. Additionally, Baccus (2004) reported on a study that included 77 teachers. Baccus' findings showed that overall, the

participating teachers in the sample indicated positive attitudes toward reading. These

findings from Hill and Beers and Baccus are consistent with the findings from this current

study in terms of teachers' attitudes, habits and motivations toward reading.

Findings from Component Two

Component 2 measured teachers' professional journal reading habits. The minimum

(11.0) and maximum (28.0) values of Component 2 (professional journal reading), which

consisted of 7 items, revealed that while some respondents indicated that they "regularly" or

"sometimes" read some of the professional journals, the majority indicated that they "rarely"

or "never" read any of the listed journals. The mean of 24.38 fell slightly below the midpoint

of 26.0 with a standard deviation of 4.33 indicating that a large portion of respondents

responded in a narrow range of "rarely" and "never."

Of the 118 participants in this study, >50% indicated that on a scale from

regularly to never, they never read any of the professional journals listed in the survey. The

data indicated that teachers with a master's degree and traditionally certified teachers

selected "rarely" or "never" less than those with a bachelor's degree or who are alternatively

certified. The MANOVA analysis of the data supported this finding by showing that

education level significantly predicted the dependent variable of professional journal reading.

The data also showed that teachers with 11-20 years of experience selected "rarely" or

"never" less than those with 0-10 years of experience.

With regards to Component 1, teachers overall indicated positive attitudes toward

reading, but Component 2 items suggested that there was little motivation to read from

professional journals. These findings are consistent with the literature discussed in chapter

two. Cogan (1975) researched the professional reading of elementary teachers. He found

that recent graduates of teacher education programs read professional periodicals less frequently than more experienced teachers and he concluded that overall, teachers do a minimal amount of professional reading. Mour (1977) reached a similar conclusion. The results of his study suggested that teachers only minimally read professional materials.

Myrick (1990) conducted a study in which 84.7% of the participants reported reading the education journal *Instructor,* which had the highest frequency count of all the journals included. Among Myrick's conclusions, one was that teachers read more from educational journals of a practical nature that contain ideas and tips for classroom teaching. Similarly, Hughes (1991) reported on the results of a study of 913 language arts teachers. Based upon her results, Hughes concluded that overall, teachers prefer education journals that are more pragmatic in nature and that contain ideas that are immediately useful in their classrooms.

Golden (1979) concluded based upon her survey study that elementary teachers do not show an active interest in reading either professional books or professional journals. Further evidence from Smith (1981) supports the finding that teachers read very little from professional journals. Based upon the data analysis she conducted on surveys administered to and returned by 407 elementary teachers, Smith found that 65% of the participants read from professional periodicals thirty minutes or less per week. Additionally, a larger number of the sample reported not reading from professional periodicals at all than reported reading sixty minutes or more per week. The findings of the current study related to teachers' professional journal reading habits support previous findings of teachers' professional journal reading.

Implications of the Study

Although the current study indicates that the participating middle school language arts teachers consider themselves readers and read for many different reasons, few of them read from professional journals or belong to professional organizations. These findings suggest that there are some weaknesses in this sample of middle school language arts teachers with regard to federal and professional standards for effective teachers of English language arts and reading.

Standards and English Language Arts

All of the participants in this study indicated that they are traditionally certified (43.6%) or alternatively certified (56.4%), so based upon the federal government's requirements for highly qualified teachers, these teachers all meet that requirement. Based upon the standards set forth by various professional organizations in the field of English language arts, though, some of the teachers meet the standards but some fall below the expectations.

According to the National Board for Professional Teaching Standards (NBPTS), accomplished teachers in the area of adolescence and young adulthood are lifelong learners. They read professional literature, belong to professional organizations, and are reflective practitioners. NCTE similarly describes effective English teachers as lifelong learners who engage in continuous professional development individually and collegially. The IRA describes competent reading professionals as belonging to professional organizations related to reading and writing.

The results of the current study indicate that more than 50% never read articles from the major professional journals in the field of English language arts. Furthermore, 87.2% of

the participants indicated that they belong to none of the major national or state professional organizations in the field of English language arts. These results imply that this sample of middle school language arts teachers is either not familiar with the major professional journals and organizations, has no interest in them, or possibly cannot afford membership fees or subscription costs. One possible solution to this problem could be for individual schools and/or school districts to purchase institutional memberships to the various organizations as well as institutional subscriptions to the various journals. Another option might be for the principal or another instructional leader on campus to subscribe to the various journals and share relevant articles with the teachers. Additionally, districts and/or principals could use district or campus funds allocated for staff development to send teachers to local or state conventions.

Several of the professional organizations also indicate that effective teachers of English language arts should have knowledge of a wide variety of texts that match their students' abilities and interests. NBPTS describes successful candidates as those who know a wide range of books matching their students' reading levels. They also state that successful candidates for their early adolescence ELA certification will know a wide range of texts including young adult literature. The Children's Literature Assembly of NCTE also believes that preservice teachers need an extensive knowledge of literature written for children and adolescents. IRA's position is that excellent reading teachers have a deep knowledge of children's and young adult literature, which enables them to help students find the perfect book at the right time.

Results of the current study indicate that teachers with bachelor's degrees and teachers with 0-10 years of experience read to find books their students will enjoy less often

than did teachers with master's degrees or teachers with 11+ years of experience. This data suggests that perhaps schools and districts need to find ways to share information regarding the wide range of literature available for middle school students with their teachers who hold bachelors degrees and/or who have fewer years of experience. Schools and districts might consider pairing teachers with higher levels of education and/or more years of experience with teachers who have only bachelor's degrees and/or fewer years of experience to serve as mentors or teaching partners. In this way, the teachers with more education and more years of experience could share their knowledge of literature with those less experienced.

Schools and districts might also consider providing more staff development aimed at middle school language arts teachers that focuses on the wide range of books available to young adults. Schools and districts might consider partnering with local universities and their professors in the field of children's and young adult literature in either the education department or the library science department. By bringing in professionals in the field once a year, teachers can stay abreast of what is available for the readers in their specific schools and classrooms.

Teachers might also benefit from more training in their districts or schools focused on matching students with books. By training teachers to develop individual interest inventories, interview students about their interests, and examine circulation records from their school library, teachers would be better prepared to find the best book matches for their students. Teachers could work together to determine the interests of specific populations in their schools, specifically boys' reading interests, girls' reading interests, books that appeal to 6th graders, as well as other specific populations. Based upon those interests, teachers and librarians could work together to build text sets labeled by interest group to circulate among

the language arts classes. In this way, students would have easy access to books that were chosen specifically for their interest group.

Faculty book clubs that focus on books for adolescents might also serve to help teachers with lower levels of education and/or fewer years of experience in finding books that are right for their students. By organizing a faculty book club around books that are aimed at their student population, teachers can increase their own familiarity with the books and at the same time, increase their students' motivation for reading. As Gambrell (1996) concluded, teachers can serve as explicit models of reading and then share his or her own reading with the students by showing how it enhances his or her life. By creating a faculty book club where multiple faculty members are reading the same young adult book, students will have the opportunity to hear from more than one teacher about how reading the book is enhancing the teachers' lives.

Student Motivation for Reading

Pavonetti's (1997) study results indicated that students need book recommendations from others who are knowledgeable about books, including teachers and librarians. These recommendations were described in her results as motivational for students. Scholz's (2007) case study research sought to gain insight into the ways in which expert teachers help to create motivation for reading in their students. One of the teachers involved in the case studies explained that she worked to choose books to use in her teaching that would match her students' interests. She felt that choosing books this way helped increased her students' motivation for reading.

Again looking at the results of the current study, the teachers with bachelor's degrees and those with 0-10 years of experience indicated that they read to find books their students

will enjoy less often than those with master's degrees and/or 11+ years of experience. The same suggestions made in the previous section can be made here. Teachers with higher levels of education or more years of experience might be paired with those with bachelor's degrees or fewer years of experience; schools and districts might consider providing more staff development focused on the wide variety of books available for adolescents; and faculties might consider forming book clubs centered around books for adolescents to further the knowledge of the wide variety of texts available aimed at adolescents.

Considering the results of the current study which indicate relatively low numbers of teachers at the bachelor's degree level or with fewer years of experience who read to find books their students will enjoy, schools could increase their knowledge of books for students by partnering with local book stores to arrange for author visits. Author visits can be funded through the school or possibly arranged free-of-charge if the author is currently on a publicity tour. Once the school has set up an author visit, preparing the students for the visit by reading the author's books, visiting his or her website, and generating possible questions for the author leads to increased motivation for reading. In addition, after the author's visit, many students will want to read more books written by that author or books that the author recommended in his or her visit with the students. The work teachers do to help prepare their students for the author's visit leads to increased exposure for the teachers to information about literature for children and young adults. The partnership can also help teachers build relationships with bookstore owners and salespeople who are very knowledgeable about what is available and appealing for their student readers.

Schools might also consider modifying some instructional practices in the English language arts classrooms if necessary to incorporate time for reading workshop. In a reading

workshop approach, students would have the ability to choose their reading materials based upon their own interests rather than reading a piece from the basal textbook or a piece chosen by the teacher. The teacher would use short texts to model specific reading strategies, and then during the course of reading workshop, students would apply those strategies to their own self-selected texts. By giving students the freedom to choose their own texts, student motivation for reading will increase.

Limitations of the Study

This study of the reading motivations and attitudes and professional journal reading habits of middle school language arts is subject to some limitations regarding sample, generalizability, and answers regarding social desirability. It was impossible for the researcher to guarantee that all participants responded honestly to all items on the survey. In addition, since reading is a behavior seen by many adults as a socially desirable behavior, there exists a chance that some respondents indicated that they read more than they actually do.

The sample for this study was drawn from teachers of grades 6-8 in a suburban district of a large city. The demographic profile of this sample showed that 53.4% had 0-5 years of experience, 21.2% had 6-10 years of experience, 14.4% had 11-20 years of experience, and 11% had 20+ years of experience. Data from the National Center for Education Information's report *Profiles of Teachers in the U.S. 2011* (2011) show some differences in the makeup of teachers across the U.S. and teachers in the sample for this current study. NCEI's samples each year are drawn randomly to represent the distribution of teachers across the United States. NCEI's data showed that in 2011, 26% of teachers had 0-5 years of experience, 16% had 6-9 years of experience, 16% had 10-14 years of experience,

23% had 15-24 years of experience, and 17% had 25% years of experience. The current study then shows a larger number of teachers in the sample who have 0-5 years of experience. This difference limits the generalizability of the results beyond the population of participants in the current study.

The data show differences between the population of the current study and the population of teachers surveyed by NCEI in terms of level of education. 70.9% of the participants in the current study held bachelor's degrees while 29.1% held master's degrees. NCEI's study showed that 44% of their sample held bachelor's degrees while 55% held master's degrees. This difference also limits the generalizability of the results beyond the population of participants in the current study.

One final limitation is based upon the routes to certification of participants in the current study and the routes to certification of teachers in the NCEI study. In the current study, 43.6% of the teachers indicated that their route to teacher certification was through a traditional university-based program while 56% of the teachers indicated that their certification was based on an alternative-certification program. In NCEI's nationally representative sample, 83% of the teachers indicated traditional university-based certification while only 17% indicated an alternative route to certification. This significant difference in routes to certification limits the generalizability of the results beyond the population of participants in the current study.

Implications for Future Research

The purpose of this study was to describe the reading attitudes, habits, and behaviors of middle school language arts teachers. Because students will be surrounded by a wide variety of texts throughout their lives, teachers need to instill in their students a lifelong habit

of reading. Additionally, requirements by both individual states and the federal government to ensure that students in public schools are taught by highly qualified teachers necessitate studies that describe the qualities of the teachers currently working in public schools. Professional organizations also maintain standards characterizing effective teachers of English language arts, yet few studies exist describing the actual characteristics of teachers currently teaching in the field. This study examined the characteristics of a sample group of middle school language arts teachers in a suburban school district.

This study was limited to teachers of grades six through eight English language arts and reading in one suburban school district in Texas. Further studies are needed that describe the reading attitudes, habits and motivations of teachers in other areas of the country, including urban, suburban, and rural areas.

In addition, to describe the component of reading motivation, this study focused only on scaled items in which teachers indicated their agreement on a scale from "strongly agree" to "strongly disagree." Further research might focus more on in-depth interviews with teachers or open-ended responses from teachers so that more information can be learned about what teachers actually choose to read.

Furthermore, future studies might consider including more open-ended responses in which teachers could indicate what types of professional reading they do engage in. This survey was limited in its scope of professional reading by only asking about professional journals read by the teachers. Future studies might also ask about authors of professional books or titles of professional books.

Finally, because this study focused on teachers of grades six through eight, future studies could look at teachers in other grade levels to determine if differences in reading

attitudes, habits, and motivation, and professional journal reading exist among and between teachers of different grades or levels such as elementary versus middle versus secondary.

Conclusion

Today's students will always have a need to read even though their texts may look different from the texts we read today. They will need to be able to read and comprehend that which they read. The Organisation for Economic Co-operation and Development (OECD) has indicated that reading widely is a skill necessary for students if they are to become proficient readers. They have also emphasized the need for qualified teachers in all schools, not just the socio-economically advantaged schools. In the United States, President Obama (2011) has stated "after parents, the biggest impact on a child's success comes from the man or woman at the front of the classroom." Research supports his assertion. Snow et al. (1989) found that good instruction was a more powerful force on the academic success of students than either parents or the socioeconomic status of the family. Professional organizations in the field of English language arts outline many characteristics that indicate teacher expertise in the field as well.

The literature and this study indicate that in some areas, middle school teachers of language arts may not always meet the characteristics described in the various standards. The teachers studied may meet the federal and state guidelines for what constitutes a highly-qualified teacher, but in terms of more content-specific guidelines outlined by professional organizations in the field of English language arts, in some areas such as professional journal reading, memberships in professional organizations, and knowledge of a wide variety of texts that are appropriate for their students, the respondents may be lacking. In order to ensure that students are taught by teachers who meet not only the federal and state requirements, but also

the expectations outlined by the professional organizations, schools and districts need to

work together to provide the mentoring, professional development and motivation for

teachers to become the best they can be.

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Appendix A

Pilot Survey

Appendix A – Survey

(Note: survey included here is not the format in which it was printed)

Margaret A. Hale

University of Houston College of Education
Department of Curriculum & Instruction
4800 Calhoun Road
Houston, TX 77004

March 10, 2009

Dear SBISD Teacher of Language Arts:

As part of the requirements for my doctoral degree in curriculum and instruction, I am enrolled in a course on survey methods in research. My goal in this course is to design the survey instrument that I will use to collect data for my dissertation. I am conducting a pilot study of the instrument I have created by administering it to teachers of middle school language arts in Spring Branch ISD. The data I am collecting will not be used in the dissertation; this is a trial run of the survey.

The purpose of my study is to describe the reading habits of middle school language arts teachers. To that end, the questions contained in the survey will ask you for basic demographic information, reading preferences (including some titles), and for responses about your attitudes toward reading and actual reading behaviors.

By completing this survey, you will be providing me with valuable feedback in my efforts to design a successful instrument. I appreciate any and all feedback you can offer.

Once you have completed the survey, please return it to your campus School Improvement Specialist. All survey responses will remain completely anonymous.

Thank you for your cooperation.

Sincerely,

Margaret A. Hale
Middle School ARI Specialist
Doctoral Student, University of Houston

Please respond to the following questions to provide information about your attitudes toward and reasons for reading. Please circle the option that best fits. Responses are: strongly agree, agree, neutral, disagree, and strongly disagree.

I enjoy reading.	**SA A N D SD**
I enjoy going to the library.	**SA A N D SD**
I prefer magazines over books.	**SA A N D SD**
I prefer to read things on the Internet.	**SA A N D SD**
I read for escape from daily life.	**SA A N D SD**
I read to learn new information.	**SA A N D SD**
I read for self-improvement.	**SA A N D SD**
I read to improve my teaching practices.	**SA A N D SD**
I read to find books my students will enjoy.	**SA A N D SD**
I believe reading is important.	**SA A N D SD**
When I have free time I choose to read.	**SA A N D SD**
I consider myself an avid reader.	**SA A N D SD**

Please respond to the following questions about your reading habits. After some questions, a space is provided for you to write the title of your personal favorite and your favorite for teaching. Leave space blank if you have no specific title.

I read adult fiction. **Yes** **No**

_____   _____
(personal favorite)   (teaching favorite)

I read young adult fiction. **Yes** **No**

_____   _____
(personal favorite)   (teaching favorite)

I read picture books. **Yes** **No**

_____   _____
(personal favorite)   (teaching favorite)

I listen to audiobooks. **Yes** **No**

_____   _____
(personal favorite)   (teaching favorite)

I read self-help books. **Yes** **No**

_____   _____
(personal favorite)   (teaching favorite)

I read magazines. **Yes** **No**

_____   _____
(personal favorite)   (teaching favorite)

I read poetry. **Yes** **No**

_____   _____
(personal favorite)   (teaching favorite)

I read plays/dramas. **Yes** **No**

_____   _____
(personal favorite)   (teaching favorite)

I read blogs.   **Yes**   **No**

_____   _____
(personal favorite)   (teaching favorite)

I read newspapers.   **Yes**   **No**

_____   _____
(personal favorite)   (teaching favorite)

I read comic books.   **Yes**   **No**

_____   _____
(personal favorite)   (teaching favorite)

I read travel books.   **Yes**   **No**

_____   _____
(personal favorite)   (teaching favorite)

I read short stories.   **Yes**   **No**

_____   _____
(personal favorite)   (teaching favorite)

I read professional books.   **Yes**   **No**

_____   _____
(personal favorite)   (teaching favorite)

I read professional journals.   **Yes**   **No**

_____   _____
(personal favorite)   (teaching favorite)

How often do you read reviews of contemporary young adult literature?
___ Rarely   ___ Sometimes   ___ Often   ___ Regularly

How do you get access to books? (check all that apply)
_____ buy books   _____ borrow/trade books with friends
_____ library   _____ read books online
_____ listen to audiobooks   _____ other   (please explain)
                                   _____

When do you read? (check all that apply)
_____ before bed   _____ after work
_____ during lunch   _____ any time I have a few minutes
_____ weekends   _____ in the evenings

On a scale of 1-5, how would you rate yourself as a reader?
Very Poor   Poor   Average   Good   Very Good
     1   2   3   4   5

Please respond to the following items regarding your professional certifications and affiliations.

Are you a member of the following? (check all that apply)
_____ National Council of Teachers of English (NCTE)
_____ International Reading Association (IRA)
_____ State or local affiliate of NCTE
_____ State or local affiliate of IRA

Please indicate your highest level of education.
___Bachelor's Degree   ___Master's Degree   ___Doctoral Degree

Please indicate your route to teacher certification.
_____ traditional preparation program _____ alternative certification program

Please indicate how often you read the following professional journals.

English Journal	Regularly	Sometimes	Rarely	Never
The Reading Teacher	Regularly	Sometimes	Rarely	Never
Language Arts	Regularly	Sometimes	Rarely	Never
Voices from the Middle	Regularly	Sometimes	Rarely	Never
The ALAN Review	Regularly	Sometimes	Rarely	Never
Journal of Adolescent & Adult Literacy	Regularly	Sometimes	Rarely	Never
A journal from a state professional organization	Regularly	Sometimes	Rarely	Never

Please indicate your age.
___ 20-31   ___ 31-40   ___ 41-50   ___ 51-60   ___ 60+

Gender: **Male**   **Female**

Please estimate the number of books in your classroom library.
___ 0-10   ___ 11-25   ___ 26-100   ___ More than 100

Please indicate how many years you have been teaching language arts.
___ 0-5   ___ 6-10   ___ 11-15   ___ More than 15

Appendix B

Cover Letter to Participants

Dear PISD Middle School Teacher of Language Arts:

As part of the requirements for my doctoral degree in curriculum and instruction, I am conducting a survey study to describe the reading habits, behaviors, and attitudes of middle school language arts teachers. This information will help demonstrate whether or not the population of middle school language arts teachers in PISD meets the criteria published by organizations such as the National Board for Professional Teaching Standards, the National Council of Teachers of English, and the International Reading Association for what characterizes an accomplished teacher of language arts. In addition, I will attempt to describe any relationships between the reading habits, attitudes, and behaviors of middle school language arts teachers and years of experience, memberships in professional organizations, level of education, and route to teacher certification.

You are one of approximately 180 teachers asked to participate in this project. I am asking for your help in completing an online survey consisting of 20 items. Sample questions to be asked include: on a scale from strongly agree to strongly disagree, do you consider yourself an avid reader; how do you get access to books (check all that apply); what is your highest level of education. The total time commitment will be approximately 5-10 minutes.

Your participation in this project is anonymous. No direct identifiers will be recorded as part of the data collection.

This project has been reviewed by the University of Houston Committee for the Protection of Human Subjects (713) 743-9204.

Thank you for your time. To participate in the study, please click on the link below.

https://www.surveymonkey.com/s/elarteachersasreaders

Margaret A. Hale
Peer Facilitator - 6th Grade
Shaw Middle School
713-740-5268 Ext. 73174

Appendix C

Participant Consent

UNIVERSITY OF HOUSTON
CONSENT TO PARTICIPATE IN RESEARCH

PROJECT TITLE: Middle School Language Arts Teachers as Readers
You are being invited to participate in a research project conducted by Margaret A. Hale from the Curriculum & Instruction department at the University of Houston. The study is being conducted in support of Margaret Hale's dissertation and is supported by Dr. Richard F. Abrahamson, Faculty Sponsor and Professor in the College of Education.

NON-PARTICIPATION STATEMENT
Your participation is voluntary and you may refuse to participate or withdraw at any time without penalty or loss of benefits to which you are otherwise entitled. You may also refuse to answer any question.

PURPOSE OF THE STUDY
This study seeks to add to the existing research that describes the current reading habits, behaviors, and attitudes of in-service teachers by focusing specifically on teachers of middle school language arts. The researcher will attempt to describe the reading habits, behaviors, and attitudes of those teachers as a way to demonstrate whether or not the population of teachers meets the criteria published by organizations such as the National Board for Professional Teaching Standards, the National Council of Teachers of English, and the International Reading Association for what characterizes an accomplished teacher of language arts. In addition, the researcher will attempt to describe any relationships between the reading habits, attitudes and behaviors of middle school language arts teachers and years of experience, memberships in professional organizations, level of education, and route to teacher certification.

PROCEDURES
You will be one of approximately __180__ subjects to be asked to participate in this project.
You will be asked to complete an online survey consisting of 17 items. Sample questions to be asked include: on a scale from strongly agree to strongly disagree, do you consider yourself an avid reader; how do you get access to books (check all that apply); what is your highest level of education. The total time commitment will be approximately 5-10 minutes.

By completing the online survey, you agree to be a participant in the study.

ANONYMITY
Your participation in this project is anonymous. No direct identifiers will be recorded as part of the data collection.

RISKS/DISCOMFORTS
There no foreseeable risks associated with your participation in this study.

BENEFITS
While you will not directly benefit from participation, your participation may help the principal investigator better understand the reading habits, behaviors, and attitudes of middle school language arts teachers.

ALTERNATIVES
Participation in this project is voluntary and the only alternative to this project is non-participation.

PUBLICATION STATEMENT
The results of this study may be published in professional and/or scientific journals. It may also be used for educational purposes or for professional presentations. However, no individual subject will be identified.

If you have any questions, you may contact Margaret A. Hale at mhale@uh.edu. You may also contact Dr. Richard F. Abrahamson, faculty sponsor, at 713-743-4946.

ANY QUESTIONS REGARDING YOUR RIGHTS AS A RESEARCH SUBJECT MAY BE ADDRESSED TO THE UNIVERSITY OF HOUSTON COMMITTEE FOR THE PROTECTION OF HUMAN SUBJECTS (713-743-9204).

Principal Investigator's Name: _____Margaret A. Hale_____

Signature of Principal Investigator: _____

Appendix D

Survey

<u>Attitudes Toward and Reasons for Reading</u>

Please respond to the following questions to provide information about your attitudes toward and reasons for reading. Please select the option that best fits.

I enjoy reading.

___Strongly Agree   ___Agree   ___Neutral   ___Disagree   ___Strongly Disagree

I enjoy going to the library.

___Strongly Agree   ___Agree   ___Neutral   ___Disagree   ___Strongly Disagree

I read for escape from daily life.

___Strongly Agree   ___Agree   ___Neutral   ___Disagree   ___Strongly Disagree

I read to learn new information.

___Strongly Agree   ___Agree   ___Neutral   ___Disagree   ___Strongly Disagree

I read for self-improvement.

___Strongly Agree   ___Agree   ___Neutral   ___Disagree   ___Strongly Disagree

I read to improve my teaching practices.

___Strongly Agree   ___Agree   ___Neutral   ___Disagree   ___Strongly Disagree

I read to find books my students will enjoy.

___Strongly Agree   ___Agree   ___Neutral   ___Disagree   ___Strongly Disagree

I believe reading is important.

___Strongly Agree   ___Agree   ___Neutral   ___Disagree   ___Strongly Disagree

When I have free time I choose to read.

___Strongly Agree   ___Agree   ___Neutral   ___Disagree   ___Strongly Disagree

I consider myself an avid reader.

___Strongly Agree   ___Agree   ___Neutral   ___Disagree   ___Strongly Disagree

Access and Timing

Please respond to the following questions to demonstrate how you get books and/or reading material and when you choose to read.

How do you get access to books? (Check all that apply)

_____ Buy books   _____ Borrow/trade books with friends

_____ Library   _____ Read books online

_____ Listen to audiobooks   _____ Other

When do you read? (Check all that apply)

_____ Before bed   _____ After work

_____ During lunch   _____ Any time I have a few minutes

_____ Weekends   _____ In the evenings

Professional Affiliations

Please respond to the following items regarding your professional affiliations.

Are you a member of the following professional organizations? (Check all that apply)

_____ National Council of Teachers of English (NCTE)

_____ Texas Council of Teachers of English/Language Arts (TCTELA)

_____ International Reading Association (IRA)

_____ Texas Association for the Improvement of Reading (TAIR)

_____ Assembly on Adolescent Literature for NCTE (ALAN)

_____ Association for Supervision and Curriculum Development (ASCD)

Professional Reading

Please indicate how often you read the following professional journals:

English Journal	___Regularly	___Sometimes	___Rarely	___Never
The Reading Teacher	___Regularly	___Sometimes	___Rarely	___Never
Language Arts	___Regularly	___Sometimes	___Rarely	___Never
Voices from the Middle	___Regularly	___Sometimes	___Rarely	___Never
The ALAN Review	___Regularly	___Sometimes	___Rarely	___Never
Journal of Adolescent & *Adult Literacy*	___Regularly	___Sometimes	___Rarely	___Never
A journal from a state professional organization	___Regularly	___Sometimes	___Rarely	___Never

Demographic Information

Please indicate your highest level of education.

_____ Bachelor's Degree _____ Master's Degree _____ Doctoral Degree

Please indicate your route to teacher certification.

_____ Traditional university preparation program
_____ Alternative certification program

Please indicate your age.

_____ 20-31 _____ 31-40 _____ 41-50 _____ 51-60 _____ 60+

Gender _____ Male _____ Female

Please estimate the number of books you have in your classroom library.

_____ 0-10 _____ 11-25 _____ 26-100 _____ More than 100

Please indicate how many years you have been teaching language arts.

_____ 0-5 _____ 6-10 _____ 11-20 _____ 20+

Appendix E

Distributions of Responses to Items by

Independent Variable Categories

Table E.5

Distribution of Responses to Component 1 Items by Education Level

Variable	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I enjoy reading.					
Bachelor's Degree	84.3%	14.4%	1.2%	0	0
Master's Degree	79.4%	17.6%	2.9%	0	0
I enjoy going to the library.					
Bachelor's Degree	68.2%	19.5%	10.9%	1.2%	0
Master's Degree	47.0%	35.2%	17.6%	0	0
I read for escape from daily life.					
Bachelor's Degree	39.7%	28.9%	14.4%	10.8%	6%
Master's Degree	40.6%	21.8%	18.7%	15.6%	3.1%
I read to learn new information.					
Bachelor's Degree	64.6%	30.4%	3.6%	1.2%	0
Master's Degree	67.6%	29.4%	0	2.9%	0
I read for self-improvement.					
Bachelor's Degree	46.9%	44.5%	8.4%	0	0
Master's Degree	5.0%	35.2%	8.8%	5.8%	0
I read to improve my teaching practices.					
Bachelor's Degree	56.6%	37.3%	3.6%	2.4%	0
Master's Degree	63.6%	27.2%	6.0%	3.0%	0
I read to find books my students will enjoy.					
Bachelor's Degree	59.0%	33.7%	9.4%	1.2%	0
Master's Degree	64.7%	20.5%	5.8%	5.8%	2.9%
I believe reading is important.					
Bachelor's Degree	96.3%	3.6%	0	0	0
Master's Degree	94.1%	5.8%	0	0	0
When I have free time I choose to read.					
Bachelor's Degree	56.6%	33.7%	8.4%	1.2%	0
Master's Degree	41.1%	38.2%	17.6%	2.9%	0
I consider myself an avid reader.					
Bachelor's Degree	57.3%	31.7%	6.09%	4.8%	0
Master's Degree	52.9%	32.3%	8.8%	5.8%	0

Table E.6

Distribution of Responses to Component 1 Items by Route to Certification

Variable	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I enjoy reading.					
Traditional certification	92.1%	7.8%	0	0	0
Alternative certification	75.7%	21.2%	3.0%	0	0
I enjoy going to the library.					
Traditional certification	62.0%	20.0%	16.0%	2.0%	0
Alternative certification	63.0%	27.6%	9.2%	0	0
I read for escape from daily life.					
Traditional certification	46.0%	22.0%	8.0%	18.0%	6.0%
Alternative certification	35.9%	31.2%	21.8%	7.8%	3.1%
I read to learn new information.					
Traditional certification	64.7%	31.3%	1.9%	1.9%	0
Alternative certification	66.1%	29.2%	3.0%	1.5%	0
I read for self-improvement.					
Traditional certification	39.2%	50.9%	5.8%	3.9%	0
Alternative certification	53.0%	34.8%	12.1%	0	0
I read to improve my teaching practices.					
Traditional certification	52.0%	38.0%	6.0%	4.0%	0
Alternative certification	62.1%	31.8%	4.5%	1.5%	0
I read to find books my students will enjoy.					
Traditional certification	54.9%	35.2%	7.8%	1.9%	0
Alternative certification	63.6%	27.2%	4.5%	3.0%	1.5%
I believe reading is important.					
Traditional certification	98.0%	1.9%	0	0	0
Alternative certification	93.9%	6.0%	0	0	0
When I have free time I choose to read.					
Traditional certification	58.8%	29.4%	11.7%	0	0
Alternative certification	46.9%	39.3%	10.6%	3.0%	0
I consider myself an avid reader.					
Traditional certification	66.6%	29.4%	3.9%	0	0
Alternative certification	46.1%	35.3%	9.2%	9.2%	0

Table E.7
Distribution of Responses to Component 1 Items by Years of Experience

Variable	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I enjoy reading.					
0-5 years experience	85.7%	11.7%	3.1%	0	0
6-10 years experience	72.0%	28.0%	0	0	0
11-20 years experience	82.3%	17.6%	0	0	0
20+ years experience	92.3%	7.6%	0	0	0
I enjoy going to the library.					
0-5 years experience	61.2%	25.8%	12.9%	0	0
6-10 years experience	62.5%	25.0%	12.5%	0	0
11-20 years experience	58.8%	29.4%	11.7%	0	0
20+ years experience	69.2%	7.6%	15.3%	7.6%	0
I read for escape from daily life.					
0-5 years experience	40.9%	32.7%	13.1%	6.5%	6.5%
6-10 years experience	29.1%	16.6%	29.1%	20.8%	4.1%
11-20 years experience	58.8%	17.6%	11.7%	5.8%	5.8%
20+ years experience	30.7%	30.7%	7.6%	30.7%	0
I read to learn new information.					
0-5 years experience	61.2%	33.8%	3.2%	1.6%	0
6-10 years experience	68.0%	28.0%	4.0%	0	0
11-20 years experience	76.4%	17.6%	0	5.8%	0
20+ years experience	69.2%	30.7%	0	0	0
I read for self-improvement.					
0-5 years experience	44.4%	44.4%	9.5%	1.5%	0
6-10 years experience	40.0%	52.0%	8.0%	0	0
11-20 years experience	64.7%	17.6%	11.7%	5.8%	0
20+ years experience	53.8%	38.4%	7.6%	0	0
I read to improve my teaching practices.					
0-5 years experience	57.1%	34.9%	1.5%	1.5%	0
6-10 years experience	40.0%	40.0%	16.0%	4.0%	0
11-20 years experience	62.5%	31.2%	0	6.2%	0
20+ years experience	69.2%	23.0%	7.6%	0	0
I read to find books my students will enjoy.					
0-5 years experience	60.3%	31.7%	4.7%	3.1%	0
6-10 years experience	52.0%	40.0%	4.0%	0	4.0%
11-20 years experience	64.7%	17.6%	11.7%	5.8%	0
20+ years experience	69.2%	23.0%	7.6%	0	0
I believe reading is important.					
0-5 years experience	96.8%	3.1%	0	0	0

6-10 years experience	92.0%	8.0%	0	0	0
11-20 years experience	94.1%	5.8%	0	0	0
20+ years experience	100%	0	0	0	0
When I have free time I choose to read.					
0-5 years experience	49.2%	34.9%	12.6%	3.1%	0
6-10 years experience	40.0%	48.0%	12.0%	0	0
11-20 years experience	70.5%	23.5%	5.8%	0	0
20+ years experience	69.2%	7.6%	7.6%	0	0
I consider myself an avid reader.					
0-5 years experience	50.7%	36.5%	6.3%	6.3%	0
6-10 years experience	50.0%	33.3%	8.3%	8.3%	0
11-20 years experience	70.5%	17.6%	11.7%	0	0
20+ years experience	69.2%	30.7%	0	0	0

Table E.8
Distribution of Responses to Component 2 Items by Education Level

Variable	Regularly	Sometimes	Rarely	Never
English Journal				
Bachelor's Degree	0	17.9%	19.2%	62.8%
Master's Degree	3.1%	21.8%	15.6%	59.3%
The Reading Teacher				
Bachelor's Degree	1.3%	18.4%	19.7%	60.5%
Master's Degree	16.1%	22.5%	16.1%	45.1%
Language Arts				
Bachelor's Degree	1.3%	13.1%	23.6%	61.8%
Master's Degree	13.3%	10.0%	20.0%	56.6%
Voices from the Middle				
Bachelor's Degree	1.2%	16.6%	17.9%	64.1%
Master's Degree	7.1%	14.2%	28.5%	78.5%
The ALAN Review				
Bachelor's Degree	0	2.7%	13.6%	83.5%
Master's Degree	0	10.3%	17.2%	72.4%
Journal of Adolescent and Adult Literacy				
Bachelor's Degree	1.2%	15.5%	16.8%	66.2%
Master's Degree	0	20.0%	23.3%	56.6%
Journal from state professional organization				
Bachelor's Degree	2.5%	24.0%	12.6%	60.7%
Master's Degree	18.1%	33.3%	9.0%	39.3%

Table E.9

Distribution of Responses to Component 2 Items by Route to Certification

Variable	Regularly	Sometimes	Rarely	Never
English Journal				
Traditional certification	2.0%	22.9%	22.9%	52.0%
Alternative certification	0	16.1%	14.5%	69.3%
The Reading Teacher				
Traditional certification	6.5%	28.2%	23.9%	41.3%
Alternative certification	4.9%	13.1%	14.7%	67.2%
Language Arts				
Traditional certification	4.4%	8.8%	35.5%	51.1%
Alternative certification	4.9%	14.7%	13.1%	67.2%
Voices from the Middle				
Traditional certification	4.3%	19.5%	23.9%	52.1%
Alternative certification	1.6%	13.3%	18.3%	66.6%
The ALAN Review				
Traditional certification	0	6.8%	18.1%	75.0%
Alternative certification	0	3.4%	12.0%	84.4%
Journal of Adolescent and Adult Literacy				
Traditional certification	0	16.6%	24.4%	57.7%
Alternative certification	1.6%	16.1%	14.5%	67.7%
Journal from state professional organization				
Traditional certification	6.0%	32.0%	14.0%	48.0%
Alternative certification	6.4%	22.5%	9.6%	61.2%

Table E.10

Distribution of Responses to Component 2 Items by Years of Experience

Variable	Regularly	Sometimes	Rarely	Never
English Journal				
0-5 years experience	0	10.3%	20.6%	68.9%
6-10 years experience	0	24.0%	16.0%	60.0%
11-20 years experience	0	29.4%	11.7%	58.8%
20+ years experience	9.0%	36.3%	18.1%	36.3%
The Reading Teacher				
0-5 years experience	3.4%	10.3%	24.1%	62.0%
6-10 years experience	4.1%	25.0%	12.5%	58.3%
11-20 years experience	0	37.5%	6.2%	56.2%
20+ years experience	30.0%	30.0%	20.0%	20.0%
Language Arts				
0-5 years experience	3.3%	11.6%	23.3%	61.6%
6-10 years experience	4.1%	12.5%	16.6%	66.6%
11-20 years experience	0	21.4%	28.5%	50.0%
20+ years experience	22.2%	0	22.2%	55.5%
Voices from the Middle				
0-5 years experience	1.6%	11.8%	22.0%	64.4%
6-10 years experience	0	22.7%	18.1%	59.0%
11-20 years experience	0	29.4%	29.4%	41.1%
20+ years experience	22.2%	0	0	77.7
The ALAN Review				
0-5 years experience	0	1.7%	22.8%	75.4%
6-10 years experience	0	8.6%	4.3%	86.9%
11-20 years experience	0	7.1%	7.1%	85.7%
20+ years experience	0	11.1%	0	88.8%
Journal of Adolescent and Adult Literacy				
0-5 years experience	1.7%	10.3%	20.%	67.2%
6-10 years experience	0	24.0%	16.0%	60.0%
11-20 years experience	0	31.2%	12.5%	56.2%
20+ years experience	0	16.6%	22.2%	66.6%
Journal from state professional organization				
0-5 years experience	3.3%	16.6%	16.6%	63.3%
6-10 years experience	8.0%	36.0%	8.0%	48.0%
11-20 years experience	17.6%	29.4%	0	52.9%
20+ years experience	9.0%	54.5%	9.0%	27.2%

Table E.11
Percentage of Professional Affiliation Memberships by Independent Variables

Variable	NCTE	TCTELA	IRA	TAIR	ALAN	ASCD	None of the above
Level of Education							
Bachelor's Degree	4.8%	2.4%	1.2%	1.2%	0	0	81.9%
Master's Degree	14.7%	5.8%	5.8%	2.9%	0	4.8%	76.4%
Route to Certification							
Traditional certification	15.6%	5.8%	5.8%	1.9%	0	5.8%	76.4%
Alternative certification	1.5%	1.5%	0	1.5%	0	0	84.8%
Years of Experience							
0-5 years experience	4.7%	0	1.5%	1.5%	0	0	85.7%
6-10 years experience	8.0%	4.0%	0	0	0	0	80.0%
11-20 years experience	0	5.8%	0	5.8%	0	11.7%	70.5%
20+ years experience	30.7%	11.7%	15.3%	0	0	15.3%	69.2%