Comprehension Instruction

First 4 Slides prepared by Dr. Cindy Jones
Comprehension Instruction

Throughout the early grades, reading curricula should include explicit instruction on strategies ...

Snow, Burns, and Griffin, 1998, p 323
Comprehension Instruction

- Six Cognitive Strategies:
  - question answering
  - question generation
  - story structure
  - graphic organizers
  - summarizing
  - monitoring comprehension
Exploring K-3 Teachers’ Implementation of Comprehension Strategy Instruction

USING EXPECTANCY-VALUE THEORY
BY
DR. LAURA S. FOLEY
I sought to explore

- the professional development teachers had received in comprehension strategy instruction (CSI),
- their perceptions of success in that implementation, the support given for implementing the innovations, and
- the barriers that hampered their success.
I wondered:

- Are primary teachers learning the research-based comprehension strategies detailed by the NRP (2000)?
- Are they aligning their pedagogy with these recommendations in order to meet increasing literacy acquisition challenges in today’s society?
- Are primary teachers receiving sufficient support to overcome barriers to teaching CSI?
Therefore, this study surveyed teacher implementation of strategy instruction for improved comprehension.

- The purpose of my study was to increase understanding of primary teacher expectancies and self-efficacy (confidence for success) to learn and implement CSI.
Therefore, this study surveyed teacher implementation of strategy instruction for improved comprehension.

• The inquiry positions teachers, administrators, and teacher educators to better understand current levels of implementation of comprehension strategies and suggests ideas for meeting the challenges of increasing and/or sustaining their use.
Therefore, this study surveyed teacher implementation of strategy instruction for improved comprehension.

- Provides information for future decision-making regarding supports in primary literacy instruction using improved understandings of teacher perceptions about implementing CSI.
Exploring K-3 Teachers’ Implementation of Comprehension Strategy Instruction

Research questions:

As shown through self-reports:

- To what extent are K-3 teachers using CSI in their classrooms?
Research questions:

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As shown through self-reports:

- To what extent do teacher efficacies in expectancy, value, and cost predict their perceived implementation levels of CSI?
Exploring K-3 Teachers’ Implementation of Comprehension Strategy Instruction

- Research Sample:
  - A representative sample of 40 school districts in Utah
Exploring K-3 Teachers’ Implementation of Comprehension Strategy Instruction

- Participants:
  - A stratified-random selection of teachers grades k-3
  - Returned surveys = 197
The measures taken into consideration and analyzed for the purposes of this study were:

- **Quantitative: A teacher survey**
  
  With questions based upon expectancy-value theory to measure self-efficacy for implementation.

- **Qualitative: 5 Follow-up interviews**
  
  A purposeful sample of teachers representing each grade level, district size, and who have lived the experience of implementing comprehension strategies.
### Exploring K-3 Teachers’ Implementation of Comprehension Strategy Instruction - Table 5  *Grade levels*

<table>
<thead>
<tr>
<th>Grade</th>
<th>Sample size</th>
<th>Weighted value</th>
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</thead>
<tbody>
<tr>
<td>Kindergarten teachers</td>
<td>28</td>
<td>K = base</td>
</tr>
<tr>
<td>1\textsuperscript{st} grade teachers</td>
<td>57</td>
<td>2.04</td>
</tr>
<tr>
<td>2\textsuperscript{nd} grade teachers</td>
<td>50</td>
<td>1.79</td>
</tr>
<tr>
<td>3\textsuperscript{rd} grade teachers</td>
<td>42</td>
<td>1.5</td>
</tr>
<tr>
<td>Primary Sp Ed teachers</td>
<td>20</td>
<td>-0.71</td>
</tr>
</tbody>
</table>

* Indicates significant difference
## Exploring K-3 Teachers’ Implementation of Comprehension Strategy Instruction

<table>
<thead>
<tr>
<th>District size</th>
<th>Category percentage</th>
<th>Returned of total FTEs</th>
<th>sample sizes</th>
</tr>
</thead>
<tbody>
<tr>
<td>N = 197</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Large</td>
<td>72</td>
<td>116</td>
<td>58.90</td>
</tr>
<tr>
<td>3 Medium</td>
<td>14.40</td>
<td>41</td>
<td>20.80</td>
</tr>
<tr>
<td>10 Small</td>
<td>13.90</td>
<td>40</td>
<td>20.30</td>
</tr>
<tr>
<td>Totals</td>
<td>100</td>
<td>197</td>
<td>100</td>
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</table>
# CSIQ Teacher Demographics

<table>
<thead>
<tr>
<th>Variable</th>
<th>Mean</th>
<th>Median</th>
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</thead>
<tbody>
<tr>
<td>Age</td>
<td>41.8</td>
<td>43</td>
</tr>
<tr>
<td>Current Class size</td>
<td>22.5</td>
<td>23</td>
</tr>
<tr>
<td>Years in literacy</td>
<td>11.91</td>
<td>10</td>
</tr>
<tr>
<td>Years in current grade level</td>
<td>8.69</td>
<td>7</td>
</tr>
</tbody>
</table>
Exploring K-3 Teachers’ Implementation of Comprehension Strategy Instruction

- Analyses:
  A confirmatory factor analysis (CFA)
  Two multiple regression analyses (MRA)
  - a) factors that correlate with specific CSI strategy implementation
  - b) factors that correlate with general delivery and support for CSI implementation
Exploring K-3 Teachers’ Implementation of Comprehension Strategy Instruction

• Results found:
  ○ Factors that support teachers’ sustained implementation of comprehension strategy instruction (CSI).
Results found six factors: that each may serve to raise CSI implementation levels

- Raise teacher expectancy to succeed with CSI
Results found six factors: that each may serve to raise CSI implementation levels

- Raise teacher value for CSI
Results found six factors: that each may serve to raise CSI implementation levels

- Increase teacher longevity in a grade level
Results found six factors: that each may serve to raise CSI implementation levels

- Frequency of administrative support, i.e.,
- Professional development specific to CSI
- or Lit. Coaches
Professional Development specific to CSI
Results found six factors: that each may serve to raise CSI implementation levels

- Current education (old bachelors vs. new masters)
Results found six factors: that each may serve to raise CSI implementation levels.

- Teaching 3rd grade vs. lower grades (small effect size)
Results found six factors: that each may serve to raise CSI implementation levels

- My study demonstrates that a correlation exists between teachers’ expectancy-value of CSI and their willingness to implement it.
- Therefore, the CSIQ could be a powerful instrument for identifying teachers with self-efficacies that reflect a personal expectation to grow and learn in this pedagogy.
- This argues for the use of the CSIQ for better teacher selection as candidates for professional development in comprehension strategy training.
Results of Both Regressions

Results found:

1) Raising t. expectancy to succeed with CSI
2) Raising teacher value for CSI
3) Increasing t. longevity in a grade level
4) Frequency of administrative support, i.e., Professional development specific to CSI
5) Current education (old bachelors vs. new masters)
6) Teaching 3rd grade vs. lower grades (small effect)

...may each serve to raise CSI implementation levels
Six variables showed significance for predicting teacher implementation of the general methods used in the survey at an effect size of $R^2 = .43$, adjusted $R^2 = .39$: (a) *new masters vs. old bachelors*, (b) *grade level*, (c) *years in grade* (standardized beta weight rises .148 for every year of experience, std error = .006, $t = 2.13$, $p < .05$), (d) *Endorsement levels 1 & 2* (e) *expectancy*, and (f) *value*. The regression $R^2 = .43$ and adjusted $R^2 = .39$, $p < .01$. 
Based upon the # of K-3 teachers in each district, I calculated the total number of participants (160) needed to establish sufficient power. To ensure this I sent out 400 surveys with the hopes of a 40% return rate. 197 surveys were returned or almost 50%