TEACHERS' REFLECTIVE PERSPECTIVES AS

THEY IMPLEMENT A NEW PROGRAM

by

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(Under the Direction of Jo Blase)

ABSTRACT

The purpose of this study was to describe the perspectives of teachers as they implemented a new program. A grounded theory approach was used to determine teachers' perspectives on change as they participated in an innovation in the form of a new program, characteristics of teachers' reflection as they participated in the change process, and how participation in reflective activities affected their behaviors in the classroom. Face to face interviews were conducted and planning/reflection group meetings were observed. Audiotapes of interviews and meetings were transcribed and were examined along with journals kept by the participants. Codes were noted, and categories were established, all guided by the theoretical framework of symbolic interactionism. Constant comparative analysis was used to move the researcher from descriptive findings toward theoretical discussion grounded in the data. Implications for further research, and for supervisors and staff developers were suggested. Findings of this study indicated that perspectives of teachers change as they implement a new program. As teachers begin a new program, they seek for ways to hold on to their former methods of teaching. Time is a major concern for teachers as they begin a new program, but becomes less of a problem

as they begin to change. Teachers desire support that is continuous and collaborative as they learn to implement a new program. Teachers' levels of reflection increase as they participate in the change process, and teachers reflect at deeper levels when questioned by a skilled facilitator.

INDEX WORDS: Reflection, Innovation, Change, Transformational learning

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CHAPTER 1

INTRODUCTION

We live and teach at a time of educational reform, when educators are being asked to rethink and restructure how schools operate as well as how teachers relate to students, to one another, to parents and families, to communities, to business, and to government (Pajak, 1993). Rethinking education often involves the process of reflection, as stated by Kent (1993): "The school reform movement argues for a number of changes in schools and school systems that require teacher reflection" (p. 83). Some recent educational changes involving reflection have included new ways of thinking about classroom supervision in order to confront contemporary issues facing educators today (Pajak, 1993). In addition, schools are moving from functioning as bureaucratic organizations to working as learning communities, made up of empowered, reflective decision makers (Colton & Sparks-Langer, 1993). Another area of change is in the field of staff development, with new emphasis being placed upon such practices as peer coaching, professional communities working together, shared understandings and purposes, action research, and structured time for teacher reflection (Joyce & Showers, 1995).

In recent years, the process of reflection has received increasing attention in educational research. Developmental/Reflective Models of supervision that stress teacher cognitive development, introspection, and discovery of context along with specific principles of practice have been developed by such authors as Glickman & Ross-Gordon (1998), Costa and Garmon, (1994), Schön (1983), Zeichner and Liston (1996), and others

(Pajak 1993). Since the mid eighties, terms such as "reflective teaching," along with terms such as "peer coaching," "cognitive coaching," "action research," and "developmental supervision" have also emerged in the education literature.

"Experts in supervision, staff development, and teacher education have begun to recognize that teaching is a complex, situation-specific and dilemma-ridden endeavor" (Sparks-Langer & Colton, 1991, p. 37). The act of teaching is demanding and complex because teachers' knowledge is contextual, interactive, non-routine, and speculative (Blase & Blase, 1998). Teachers are constantly making decisions that are either subconscious, spontaneous, planned, or a mixture of these. Changes to the decisions made during the planning phase are carried out on the spur of the moment in the fast-paced interaction of the classroom. Teachers often have little time to consider alternative teaching strategies and the consequences of each (Costa & Garmon, 1994). In response to these realities, experts have recently begun to study teachers' values and philosophies and their effects on decisions made in the classroom. Increasingly, it is now recognized that professional knowledge comes both from sources outside the teacher and from the teachers' own experiences (Sparks-Langer & Colton, 1991). Providing opportunities for teachers to examine and reframe experiences, develop alternative perspectives, generate alternatives and experiment with new hypotheses (Blase & Blase), leads to professional development.

Reflective teaching has emerged as a main concept of professional development. Reflective practice is a powerful approach to professional development. But it is much more. It is an integrated way of thinking and acting focused on learning and

> behavioral change; it is individuals working to improve an organization through improving themselves. (Osterman & Kottkamp, 1993, p.1)

The terms "reflective practice" or "reflective teaching" have been understood and defined in different ways, but most programs or models designed to promote reflective behaviors usually involve one or more of the following aims concerning teaching, its context, and its effects: (a) To enable teachers to analyze, discuss, evaluate, and change their own practice; (b) to encourage teachers' appreciation and understanding of the social and political contexts in which they work; (c) to enable teachers to understand the moral and ethical issues implicit in classroom practice; (d) to facilitate teachers to take greater responsibility for their own professional growth; (e) to encourage teachers to develop their own theories of educational practice; and (f) to empower teachers to influence future directions in education (Calderhead, 1993). Sparks-Langer and Colton (1993) define reflective decision makers as those who are intrinsically motivated to analyze a situation, set goals, plan and monitor actions, evaluate results, and reflect on their own professional thinking as they work closely with others. These teachers also consider the immediate and long-term social and ethical implications of their decisions.

Statement of Problem

Today's teachers are faced with the challenge of building effective communities of learners (Colton & Sparks-Langer, 1993). Striving to meet that challenge often requires change in the way schools are organized and in responsibilities given to teachers. Almost constantly, educators are being asked to rethink and restructure how schools operate (Pajak, 1993). In the current political climate of school accountability and school improvement, teachers sometimes must abandon comfortable ways of teaching as they are

required to implement new programs. "When engaged in any change process, teachers will have specific and individualistic concerns about the change and their involvement in it" (Hord, Rutherford, Huling-Austin, & Hall, 1987, p. 30).

Research has demonstrated the positive relationship between change and reflection, a way of thinking and acting focused on learning and behavioral change which enables individuals to improve themselves and the organizations which they belong to (Osterman & Kottkamp, 1993). Indeed, some researchers find that "For many teachers, the opportunity to read, to think, to argue and converse about important issues, and opportunity to lead others in such exercises, are in themselves incentives for a positive inclination toward a change effort" (Schlechty, 1990, p. 90). "The results of numerous studies (Fuller, 1969; Hall et al., 1977; Richardson, 1990) show the perceptions of those involved in innovations to be of major importance for the success of the innovation process. Of particular importance is the significance attached to the innovation by those involved in it"(Van den Berg, 1999, p. 880).

Published research already includes a number of studies that deal with developing reflective thought in pre-service teachers (Hatton & Smith, 1995; Sparks-Langer, Colton, Simmons, Pasch & Starko, 1990; Smyth, 1989; Zeichner & Liston, 1996). Although reflective practice is advocated in the research cited above, few studies have been conducted with teachers who are not new to the classroom which considered their use or levels of reflection as they implement a new innovation, or explored methods of encouraging them to reflect during a period of change. This study examined reflective perspectives of teachers who were not new to the classroom as they encountered change by implementing a new program within their classrooms.

Purpose of the Study

The purpose of this study was to describe the reflective perspectives of teachers who were not new to the classroom as they implemented a new program. Research on effective instruction indicates that "Effective teachers think about what they are currently doing, assess the results of their practice, explore with each other new possibilities for teaching students, and are able to consider student' perspectives" (Glickman, 1998, pp. 76-77). By exploring the reflective perspectives of teachers as they encountered and reacted to change, this study developed a deeper understanding of reflection and its contribution to teacher development in our current educational environment.

Research Questions

1. What are teachers' perspectives on change as they participate in an innovation in the form of a new program?
2. What are the characteristics of teachers' reflection as they participate in an innovation?
3. How does participation in reflective activities affect teachers' behaviors in the classroom as they participate in the change process?

Theoretical/Conceptual Framework

The concepts of teacher reflection have primarily evolved from two bodies of inquiry. The first is adult learning theories that are based on cognitive psychology (Knowles,1990; Mezirow, 1990, 1991, 1997). The second is Schön's (1983) theories of reflection in action and guided reflection through dialogue.

Much of the conceptual basis for reflective thinking can be found in the areas of cognitive psychology and experiential learning theory. Cognitive psychology provides

insight into a teacher's thinking and decision-making processes (McIntyre & O'Hair, 1996). Cognitive theorists say that humans are driven to process their experiences by organizing and adapting. The interaction of the individual with the environment continually constructs new learning and meaning. This constructivist-developmental orientation combines two fields of inquiry: constructivism and developmental stages on adult life. It is believed that growth is not automatic, but occurs only with mediation, or appropriate interaction and experiences between the individual and the environment.

Adult learning theories that inform the concept of reflection are found in cognitive theories of learning (Berliner,1986; Mezirow,1990) as opposed to behaviorist (Skinner, 1974) or other theories of learning (Bandura, 1969). Cognitive learning theories place an emphasis on the internal processes that are within the learner's control. Learning becomes meaningful when it can be related to concepts which already exist in a person's cognitive structure. Thus, experiences of the learner and the meanings that the learner assigns to those experiences are the basis of learning. Prior knowledge and the organization of that knowledge is important in understanding how adults construct meaning (Merriam & Caffarella, 1991).

The second body of inquiry which has informed the concept of teacher reflection is Schön's theories of reflection in action and guided reflection through dialogue. Grimmett and Erickson (1988) described Schön's work as being "constituted by action settings which precipitate puzzles or surprises for the professional practitioner. Schön's focus is on how practitioners generate professional knowledge in and appreciate problematic features of action settings" (p.13).

The work of Hord, Rutherford, Huling-Austin and Hall (1987) concerning the change process further informs this research. Expanding on the work of Fuller (1996), Hord et al. (1987) identified seven stages of concern that teachers typically experience as they take part in the implementation of an innovation. Hord et al. (1987) created the Concerns Based Adoption Model (CBAM) which includes the seven stages of concern. Identifying the concerns of teachers "can be a highly effective guide to actions that school leaders or others might take to facilitate the implementation of change" (Hord, et al., p. 43).

Definition of Terms

Reflection: deliberately looking back on thoughts, actions, and conditions in order to better understand the motives and behaviors exhibited by oneself and others, as well as the consequences of the behaviors (Dewey, 1933; Osterman & Kottkamp, 1993; Schön, 1983).

Innovation: any program, process, or practice–new or not–that is new to a person (Hord, Rutherford, Huling-Austin & Hall, 1987).

Change: a process which requires educators to adopt an innovation and use it in daily schooling work (Hord et al., 1987).

Transformational Learning: the new learning or changes in perspectives that occur as adults make meaning of their experiences (Mezirow, 1990).

Limitations of the Study

The following limitations were present in this study.

1. The study population was controlled and limited by the make-up of the teachers in one grade level at one school.

2. The findings and conclusions were based on the perceptions and actions of the participants, and should be regarded as such.
3. The study was a case study and cannot be generalized.

Significance of the Study

The majority of the research on teacher reflection has involved pre-service or new teachers (Hatton & Smith, 1995; Sparks-Langer, Colton, Simmons, Pasch & Starko, 1990; Smyth, 1989; Zeichner & Liston, 1996). There have been few studies that look at the reflective behaviors of teachers who are not new as they participate in school improvement initiatives. Results of this research will improve understanding into the relationship between reflection and the concerns of teachers as they strive to incorporate innovations into the task of improving schools and student learning. This study has implications for both staff development and supervision activities as school leaders seek to assist teachers in this age of school improvement and accountability.

Organization of the Study

Chapter 1 provides an introduction to reflection, the statement of the problem, the purpose of the study, the research questions, the theoretical framework of the study, the limitations, definitions of terms, and the significance for studying reflective perspectives of teachers implementing a new program. Chapter 2 presents a review of the literature on reflection, four frameworks of reflection, Mezirow's (1990, 1991, 1997) perspective transformation theory, Schön's (1983) theories of reflection in action and guided reflection through dialogue, and research on the change process (Fullan, 1999: Hord, et al., 1987). In Chapter 3, the study's data collection and analysis procedures are discussed. The chapter addresses the theoretical framework of symbolic interactionism, a discussion

of the study site and sample selection, a description of data collection procedures, an explanation of grounded theory, stages of constant comparative analysis, and credibility criteria. Findings from the data are presented in Chapter 4, and a discussion of the findings with conclusions and implications are provided in Chapter 5.

CHAPTER 2

REVIEW OF THE RELATED LITERATURE

Introduction

This study reviews differing concepts of teacher reflection which have evolved primarily from two bodies of inquiry. The first body of inquiry considers adult learning theories that are based on cognitive psychology, such as Mezirow's theory of transformational learning (Mezirow, 1990, 1991, 1997), and Schön's (1983) theories of reflection-in-action and guided reflection through dialogue. This study also reviews four models of reflection which have impacted education, along with a review of Fullan's (1999) work on change, and the change process as presented in Hord er al.'s (1987) Concerns-Based Adoption Model (CBAM).

Cognitive Learning Theory

Cognitive psychology provides insight into a teacher's thinking and decision-making processes (McIntyre & O'Hair, 1996). Cognitive theorists believe that humans are driven to process their experiences by organizing and adapting. The interaction of the individual with the environment continually constructs new learning and meaning. This constructivist-developmental orientation combines two fields of inquiry: constructivism and developmental stages on adult life. It is believed that growth is not automatic, but occurs only with mediation or with appropriate interaction and experiences between the individual and the environment.

Adult learning theories that inform the concept of reflection are found in cognitive theories of learning (Berliner, 1986; Piaget, 1972; Vygotsky, 1978) as opposed to behaviorist (Skinner, 1974) or other theories of learning (Bandura, 1969). Cognitive learning theories place an emphasis on the internal processes that are within the learner's control. Learning becomes meaningful when it can be related to concepts which already exist in a person's cognitive structure. Experiences of the learner and the meanings that the learner assigns to those experiences are the basis of learning. Prior knowledge and the organization of that knowledge is important in understanding how adults construct meaning (Merriam & Caffarella, 1991).

According to Glickman, Gordon, and Ross-Gordon (1998), a theory of adult learning that has recently received attention is Mezirow's theory of perspective transformation. According to Merriam and Cafferella (1991), Mezirow's theory is not based on the characteristics of adult learners as described in the work of Knowles (1990), but on the mental construction of experience and inner meaning. Mezirow (1990) stated that

> to make meaning means to make sense of an experience; we make an interpretation of it. When we subsequently use this interpretation to guide decision making or action, then making meaning becomes learning. We learn differently when we are learning to perform than when we are learning to understand what is being communicated to us. (p. 1)

Mezirow (1990) emphasized the change in perspective that often accompanies adult learning. Mezirow noted that this type of meaning making or transformative learning most often follows some kind of disorienting dilemma that alters the routine flow of life.

Subsequently, a combination of reflection and action enables the adult to become aware of assumptions guiding his or her life and to act on this knowledge. Mezirow also defined three areas of cognitive interest: technical or instrumental (task related), practical or dialogic (involving social interaction), and emancipatory (characterized by interest in self-knowledge and insights gained through self-reflection). It is the emancipatory learning that Mezirow equated with perspective transformation:

> Perspective transformation is the process of becoming critically aware of how and why our presuppositions have come to constrain the way we perceive, understand, and feel about our world, of reformulating these assumptions to permit a more inclusive, discriminating, permeable, and integrative perspective; and of making decisions or otherwise acting upon these new understandings. (p. 14)

Mezirow (1990) identified critical reflection, defined as the ability to become aware of why we attach the meanings we do to reality, as the most significant distinguishing characteristic of adult learning. Mezirow stated that learning in adulthood is not just adding to what we already know, but rather transforming existing knowledge into a new perspective.

Mezirow (1990) differentiated between two dimensions of making meaning: meaning schemes and meaning perspectives. He defined meaning schemes as "sets of related and habitual expectations governing if-then, cause-effect, and category relationships as well as sequence of events" (Mezirow, p. 2). For example, one expects food to satisfy hunger, or doors to open when pushed on. In contrast, meaning perspectives were explained as higher-order schemata, theories, propositions, beliefs, prototypes, goal orientations, or evaluations: "Meaning perspectives refer to the structure

of assumptions within which new experience is assimilated and transformed by one's past experience during the process of interpretation" (Mezirow, p. 2). Other theorists have referred to these habits of expectations with terms such as "perceptual filters," "conceptual maps," "metaphors," or "developmental stages" (Mezirow).

Mezirow (1997) described four types of learning, or transformations, which may occur when adults engage in critical reflection. An existing point of view may be elaborated, new points of view may be established, a point of view may be transformed, or an ethnocentric habit of mind may be transformed by a person's becoming aware and critically reflective of general biases and the way in which others view groups. Merriam and Cafferella (1991) wrote that more than other theories of adult learning, Mezirow's perspective transformation deals directly with the process of learning and is promising for understanding adult learning and the way adults construct new meaning as they learn.

Schön's Theory of Reflection-in-Action and Guided Reflection Through Dialogue

Schön (1983) based his work on reflection on John Dewey's 1933 research findings on reflective thinking. Dewey (1933) defined "reflective thinking" as "active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions towards its ends" (p. 9). Dewey believed that the act of reflection was essential to teaching and learning. He described the process in the following manner.

> Reflective thinking, in distinction from other operations to which we apply the name of thought, involves (1) a state of doubt, (2) an act of searching, hunting, inquiring to find material that will resolve the doubt, settle and dispose of the perplexity. (p. 12)

Dewey saw reflection as a way of helping teachers to use their skills to help students learn in meaningful ways, thus leading to genuine understanding of subject matter (Longhran, 1996). Dewey stressed that it is not sufficient to know; there also needs to be a desire to apply what is known. He recognized three attitudes of open-mindedness, whole-heartedness, and responsibility as being important in predisposing an individual to reflect. Open-mindedness allows the person to consider problems in many different ways and to be open to new ideas and thoughts. It is the ability to really listen to thinking that might be different from one's own and to question one's beliefs. Whole-heartedness is explained as enthusiasm and a desire for knowing. It is a desire to be actively engaged in the learning process. Responsibility implies the need to know why something is worth believing and the consequences involved in one's own actions.

Dewey's model of reflection consists of five stages. The five stages are suggestions, problem, hypothesis, reasoning, and testing. The five stages may occur in any order to complete a process. Suggestions are ideas, or possibilities, which come to mind when one is first confronted by a puzzling situation. They are the foundation for further inquiry. The problem is seeing the big picture or recognizing the real cause of concern and thinking through a course of action. Hypothesis is trying a possible solution, making more observations, considering more information, and seeing how the hypothesis stands up to testing. Reasoning is the process of linking one's knowledge and past experience to expand on suggestions, hypotheses, and tests. Testing is the phase during which the hypothesis is tested. The resulting action moves teachers away from impulsive and routine activity; reflective action thus places inquiry rather than response in the foreground.

Schön (1983), building on Dewey's model, recognized the need for reflection in other fields of professional practice. He introduced his book *The Reflective Practitioner: How Professionals Think in Action* (1983) with the explanation that "the question of the relationship between the kinds of knowledge honored in academia and the kinds of competence valued in professional practice has emerged for me not only as an intellectual puzzle but as the object of a personal quest" (p. vii). He described reflection in terms of the knowledge gained from a practitioner's own experience (Longhran, 1996). Schön drew a distinction between technical rationality and the knowledge of practice. He viewed reflection as an important vehicle for the acquisition of professional knowledge. Through his observations, he concluded that professional knowledge is grounded in professional experience. Through reflection on our actions, we enhance our awareness of our own thoughts and actions, and we begin to develop a critical awareness of our own professional practice (Schön, 1983).

Schön described two methods of reflection: reflection-on-action, and reflection-in-action. Reflection-on-action is the basis for most of the literature pertaining to reflective teaching (Longhran, 1996). It is similar to Dewey's idea of reflection. It involves a deliberate and systematic thinking back over one's actions. Reflection-in-action is understood as the dependence on tacit recognitions, judgments, and skillful performances to make decisions in the midst of our work. It comprises the reframing of unanticipated problem situations such that we come to see the experience differently. As described by Schön (1983),

> Phrases like thinking on your feet, keeping your wits about you, and learning by doing suggest not only that we can think about doing but that we can think about

doing something while doing it. Some of the most interesting examples of this process occur in the midst of a performance. (p. 54)

Schön's theory of reflection builds on Dewey's ideas of thoughtfulness about action, but it is set apart by the idea of thinking while doing. Grimmet and Erickson (1988) described the concept of Schön's reflection as being, "constituted by action settings which precipitate puzzles or surprises for the professional practitioner. His focus is on how practitioners generate professional knowledge in and appreciate problematic features of action settings" (p. 13).

Models/Frameworks of Reflection

Most programs or models designed to promote reflective behaviors involve similar goals and activities. Four models which have impacted the field of education are reviewed below.

Van Mannen's Levels of Reflection

Van Mannen (1977) identified three levels of reflection as he identified ways of being practical in the curriculum field. He believed that through critical reflection educators could link theory to practice. Van Mannen's first level is that of technical rationality: "On this level the practical refers to the technical application of educational knowledge and the basic curriculum principles for the purpose of attaining a given end" (1977, p. 226). This level is concerned with efficiency and effectiveness. Methodological problems and theory development are considered in order to achieve objectives.

The second and higher level of reflection, practical reflection, is defined by Van Mannen as "the process of analyzing and clarifying individual and cultural experiences, meanings, perceptions, assumptions, prejudgments, and presuppositions, for the purpose

of orienting practical actions" (p. 226). Consequences of pedagogical matters are considered within a context. Questioning of practices increase based on the teacher's own experience and beliefs (Taggart & Wilson ,1998).

Van Mannen's third and highest level of reflection is critical reflection. He describes critical reflection as the highest level of deliberative rationality. He states that on this level, reflection focuses on the worth of knowledge and the societal reasons why it is considered worthwhile. Moral and ethical issues related directly and indirectly to teaching practices are considered at this level. Issues such as equality, emancipation, caring, and justice are assessed in regard to curriculum planning (Taggart & Wilson, 1998).

More recently, Van Mannen (1991) identified an additional type of reflection. He referred to this as "reflection-for-action," or "anticipatory reflection." This type of reflection is a way of attending to a situation in anticipation of the experience. It allows one to consider alternatives, to make plans, and to approach situations and other people in an organized, decision-making, prepared way.

Hatton and Smith's Levels of Reflection

Hatton and Smith (1995) defined types of reflection and applied them to an analysis of students' (pre-service teachers') writing. They also proposed a framework for types of reflection as a basis for further research development in teacher education. Hatton and Smith (1995) defined the term "reflection" as "deliberate thinking about action with a view to its improvement" (p. 40). They concluded that there is a hierarchical developmental sequence, starting the beginner with simplistic technical types of reflection and working through different types to the desired endpoint of a professional being able to undertake reflection-in-action. They described reflection-in-action as involving the ability

to consciously think about an action as it is taking place, making sense of what is happening, and shaping successive practical steps using multiple viewpoints as appropriate. Hatton and Smith acknowledge that many professional pre-service programs begin with basic skills necessary for the beginner to enter the professional practice context and to survive. Usually these competencies are drawn from a base of research and theory. They are thought to be important to the profession and usually focus on the technical skills. Hatton and Smith believe that, from this starting point, it is possible to move on to situations that foster the development of more demanding reflective approaches. As new teachers become more aware of the problematic nature of professional action, they begin to explore and examine why things occur the way they do. The use of critical perspectives is not common to pre-service or new teachers who are more concerned with the technical nature of their craft (Hatton & Smith, 1995).

Zeichner and Liston's Dimensions of Reflection

Zeichner and Liston (1996) based their work on that of Dewey and Schön, but added several factors to Schön's reflection-in-action and reflection-on-action model. Zeichner and Liston advocated reflection as a group activity that can be enhanced by communication and dialogue with others. They also believed that reflection should focus not only on what happens in the classroom but also on the contexts in which schooling and teaching are embedded.

As Garmston, Lipton, and Kaiser (1998) observed, "Zeichner and Liston contrasted routine action, which is habituated, traditional, and potentially impulsive with reflective action, which is grounded in careful persistent examination of practice and beliefs" (p. 268). Zeichner and Liston believed that through reflection on teaching,

teachers become more skilled, more capable, and in general better teachers. They made the distinction between teaching that is reflective and teaching that is technically focused. They defined reflective teaching as that which is focused on the questioning of goals and values, the context in which we teach, and an examination of our own assumptions and beliefs (Zeichner & Liston). They state that a reflective teacher is one who:

> (1) examines, frames, and attempts to solve the dilemmas of classroom practice; (2) is aware of and questions the assumption and values he or she brings to teaching; (3) is attentive to the institutional and cultural contexts in which he or she teaches; (4) takes part in curriculum development and is involved in school change efforts; and (5) takes responsibility for his or her own professional development. (Zeichner & Liston, 1996, p. 6)

Zeichner and Liston (1990) also believed that teachers should have a clear understanding of their own position within the political and social contexts of their work environment. In their 1987 study, Zeichner and Liston presented three levels of reflection: technical, situational/institutional, and moral/ethical. The first is technical reflection that emphasizes the efficient application of professional knowledge to given ends. The second places teaching within its situational and institutional contexts. Here teachers reflect upon why certain choices are made and how these choices are influenced by institutional, social, and historical factors. This level adds the thoughtful examination of how contexts influence teaching and learning and a consideration of the worth of competing educational goals. The third level introduces moral and ethical issues. This level is guided by concerns for justice and equity. The teacher begins to examine ways in which his or her own teaching contributes to a just and humane society.

Zeichner and Liston (1996) proposed that there are five temporal dimensions to reflection. They described these dimensions citing the works of Griffiths and Tann (1992). The first dimension is rapid reflection which is characterized by immediate and automatic reflection-on-action. The second dimension is characterized by thoughtful reflection-on-action. Review is the third dimension which consists of less formal reflection-on-action at a particular point in time. Research follows and is characterized by a more systematic reflection-on-action over a period of time. The highest temporal dimension of reflection, according to Zeichner and Liston (1996), is long-term reflection-on-action informed by public academic theories.

Griffiths and Tann (1992) suggested that teachers needed to reflect within all of these dimensions at one time or another. Too much focus on particular dimensions may lead to superficial reflection in which teachers do not question their practical theories and practices. Zeichner and Liston's conception of reflection places an emphasis on the moral, ethical, and political-cultural contexts of teaching and is further elaborated:

> Our conception of reflective teaching entails the critical examination of experiences, knowledge and values, and understanding of the consequences of one's teaching, the ability to provide heartfelt justifications for one's beliefs and actions and a commitment to equality and respect for differences. We think it is important to ask ourselves what, as public school teachers in a society that aspires to be democratic, what are our central duties and responsibilities? (Zeichner & Liston, 1996, p. 48)

Sparks-Langer and Colton's Framework for Reflective Pedagogical Thinking

Through their work with Eastern Michigan University's Collaboration for the Improvement for Teacher Education (CITE) program, Sparks-Langer, Colton, Simmons, Pasch, and Starko (1990) developed a framework for reflective pedagogical thinking. This framework provides a way to code and analyze reflective thinking. The stages in their framework mirror Van Mannen's (1977) ideas of critical reflection. The framework grew out of their efforts to evaluate CITE students' reasoning about classroom and school events. They collected data from 24 students which included interviews and reflection journals. They used the data to develop a coding scheme, which resulted in the framework. The framework is based on the belief that an analysis of students' language can shed light on the ability to use concepts and principles to explain classroom events. The framework distinguishes among seven types of language and thinking. Level 1 is the lowest, with no description provided. Level 2 provides a simple description of the activity without appropriate educational terms. The next level describes the activity using appropriate educational terms. In level 4, personal preferences or tradition are provided as the rationale for the activity. Level 5 contains a rationale based on a principle or a theory. Level 6 also contains a rationale based on a principle or a theory, but context factors are also considered. Level 7 is the highest and includes consideration of moral, ethical, or political issues.

Sparks-Langer and Colton (1991) identify three elements that are important in teachers' reflective thinking. The first is the cognitive element, the second is the critical element, and the third is the narrative of the teacher.

The cognitive aspects of teacher reflection focus on how teachers use knowledge in their planning and decision-making. One focus of cognitive research is how a person's knowledge base is organized. Sparks-Langer and Colton explain Berliner's (1986) cognitive development theory which describes a model in which information is organized into a network of related facts, concepts, generalizations, and experiences. These organized structures are called "schemata." These structures allow a large body of information to be stored and accessed rapidly. They go on to cite other studies (Borko & Livingston, 1989; Carter et al., 1988) which have shown that experienced teachers have deeper, richly connected schemata to draw upon when making decisions. In contrast, novice teachers tend to have less developed schemata. Sparks-Langer and Colton (1991) conclude from these studies that experiences, values, and beliefs stored in memory influence how a new piece of information is perceived and interpreted. The cognitive element also includes the idea of metacognition. They propose that the reflective teacher monitors the effect on an action taken as well as the cognitive processes employed to make decisions.

The critical element of reflection stresses the experiences, beliefs, sociopolitical values, and personal goals which drive thinking. Critical reflection is often contrasted with Van Mannan's technical reflection model, in which the teacher considers the best means to reach an unexamined end. Here, the moral and ethical aspects of social compassion and justice are considered along with the means and the ends: "This approach places more importance on life values and morals, for example, concepts of justice, ideas about the purpose of the individual in a democracy, ethics related to the treatment of students, and so on" (Sparks-Langer & Colton, 1991, p. 40).

The teacher's narrative places emphasis on the teacher's own interpretations of the context in which professional decisions are made. Value is placed on the teacher's judgments which are drawn from personal experiences. Qualitative and action research methods lend themselves to studies of teachers' narratives. Benefits of these types of studies include gained insight into what motivates a teacher's actions and an appreciation for the complexity of teachers' everyday lives. They provide us with detailed cases of teaching dilemmas and events, and teachers themselves gain insight as a result of self-inquiry.

Sparks-Langer and Colton (1993) integrated the cognitive, critical, and personal aspects into a framework for reflective decision-making. They began with the influence of professional knowledge. Professional knowledge includes knowledge of content, students, pedagogy, context, prior experience, personal values, and scripts. The teachers' feelings take this professional knowledge to the level of constructing knowledge and meaning. Here a cycle illustrates the conscious process of teacher reflection and decision-making. Teaching decisions and new construction of knowledge are made through an interaction between the professional knowledge stored in the long-term memory and information perceived in the environment. The model also focuses on four attributes which Sparks-Langer and Colton believe drive the reflective teacher to engage in the decision-making process. These attributes are efficacy, flexibility, social responsibility, and consciousness.

Blase and Blase (1998) compared reflective thinking levels proposed by several researchers including Hatton & Smith (1995), Gilson (1989), Van Mannen (1977), and Sparks-Langer & Colton (1991). Blase and Blase's work (1998) illustrated a common

movement from concern with the technical to concern with moral and ethical issues involved in reflection. For example, a teacher may be concerned with issues ranging from where to purchase materials and how to set up her classroom, to the actual content of her lessons, to consideration of the effect her lessons have on the students in her classroom and how her actions align with her personal moral and ethical beliefs.

Change Process

An understanding of the change process is important for analyzing levels of reflective behaviors and their common movement along a continuum. Fullan (1999) explains change in terms of complexity theory and evolutionary theory. Complexity theory claims that change unfolds in nonlinear ways and that creative solutions arise out of interaction under conditions of uncertainty, diversity, and instability. Complexity theory deals with learning and adapting under unstable and uncertain conditions. Evolutionary theory of relationships deals with how humans relate to interaction and cooperative behavior. Culture allows humans to share and influence one another concerning ideas, knowledge, practice, and beliefs. Fullan (1999) is concerned with moral change--change that makes a positive difference in the lives of citizens. Fullan's theories involving the influence of interaction and cooperative behavior relates to ideas of reflection as it produces changes in personal knowledge, practice, and beliefs.

Fullan (1999) points out the difference between tacit knowledge and explicit knowledge and stresses the importance of each in the change process. Formal planning is logical and analytical and introduces explicit knowledge which is helpful, but not adequate. Organizations that are successful with change are able to convert tacit knowledge into explicit knowledge on an ongoing basis. These organizations tap into values, meanings,

day-to-day skills, knowledge, and experiences of all members and make them available for organizational problem-solving. Reflective activities provide opportunities for members to share and develop new knowledge, activities, values, and meanings.

Hord, Rutherford, Huling-Austin, and Hall (1987) identify the following principles concerning change:

1. Change is a process, not an event. It often occurs over a period of several years. Progression through this process can be monitored by participation in reflective activities.
2. Change is accomplished by individuals. Individuals must be the focus of attention in implementing a new program. "Only when each (or almost each) individual in the school has absorbed the improved practice can we say that the school has changed" (Hord, et al., 1987, p. 6).
3. Change is a highly personal experience. Each individual reacts differently to change and these differences must be taken into account. Change will be most successful when support responds to these differences. An individual's reflective thoughts provide insight into what type of attention or support each person needs as he or she implements change.
4. Change involves developmental growth. As individuals pass through degrees of experience, feelings and skills tend to shift with respect to new programs or practice. Changes in levels of reflection may indicate changes in attitudes and feelings toward an innovation.
5. Change is best understood in operational terms. Teachers will relate to change in terms of what it will mean to them and the operation of their classrooms. By

answering questions which address these concerns, facilitators can reduce resistance to change. Reflective activities will provide evidence of types of concern each individual has concerning the implementation of a new innovation.

6. The focus of facilitation should be on individuals, innovations, and the context in which they occur. Books, materials and programs do not make change. People make change by altering their behavior. Effective change facilitators work with people within particular contexts and settings. Reflection on the implementation of change in a teacher's own school and classroom will bring the program to a personal level for the participant.

Reflective activities enable a leader or a change facilitator to address both the needs of individuals and the organization during the change process. Reflection can be used as a tool that focuses on individuals and their concerns during the change process by exploring each teacher's personal thoughts, reactions and concerns. Reflection, as Fullan (1999) suggests, also taps into values, meanings, day-to-day skills, knowledge, and experiences of all members and make them available for organizational problem solving.

CHAPTER 3

METHODOLOGY

The purpose of this study was to describe the reflective perspectives of teachers who were not new to the classroom as they implemented a new program: The Four Blocks Literacy Model. The study explored teachers' perspectives on change as they participated in an innovation, the characteristics of their reflections as they participated in the innovation, and the effect of participation in reflective activities on the teachers' practice in the classroom.

This chapter contains a discussion of the research design and questions, the context of the study, data sources, data collection and analysis procedures (grounded theory and constant comparative analysis), issues of reliability and validity, and subjectivity.

The overall question of this research examined the reflective perspectives of teachers as they participated in the change process in the form of an innovation. The literature discussed in the previous chapter on cognitive learning theory, reflection, and the change process guided the formulation of this study.

Research Design and Questions

The theoretical framework that guided this study of the reflective perspectives of teachers was symbolic interactionism. Blumer (1969) defined "symbolic interactionism" as "activity in which humans interpret each other's gestures and act on the basis of meaning yielded by interpretation" (pp. 65-66). Also, "Symbolic interactionism places primary

importance on the social meanings people attach to the world around them" (Taylor & Bogdon, 1998, p.11). According to Charon (1995), symbolic interactionists believe that individuals act based on their interactions with others as well as on their interactions within themselves.

Symbolic interactionism stems from the work of Cooley (1902), Dewey (1933), and Mead (1934), who believed that human action was largely influenced from within an individual rather than by an outside source. Blumer (1969) developed a framework of symbolic interactionism based on his further analysis of Mead's (1934) work.

Blumer's (1969) framework of symbolic interactionism rests on three primary premises: (a) individuals act toward things and people on the basis of the meanings that things and people have for them; (b) these meanings are not inherent in objects, but are social products that arise during interaction between individuals; and (c) individuals attach meanings to situations, others, things, and themselves through a process of interpretation which establishes, modifies, and makes sense of these meanings. Taylor and Bogdon (1998) elaborate on Blumer's first premise by explaining that people do not simply respond to stimuli or act out cultural scripts, but it is the meaning that determines action.

Blumer (1969) explained the second premise by saying that "The meaning of a thing for a person grows out of the ways in which other persons act toward the person with regard to the thing" (p. 4). This premise, that meanings are social products that arise during interactions, differentiates symbolic interactionism from other approaches. Blumer believed that because of social interactions, people derive meanings from objects that might otherwise be devoid of meaning. Objects are referred to as "social objects" by symbolic interactionists because individuals come to know about objects through social

interactions. A social object is any object in a situation that is useful to an individual and may include physical objects, human-made objects, animals, other people, our selves, symbols, ideas, perspectives, and emotions (Blumer, 1969; Charon, 1995).

Blumer (1969) described two steps to explain his third premise that social actors attach meanings to situations, others, things, and themselves through a process of interpretation:

> This process has two distinct steps. First, the actor indicates to himself the things toward which he is acting; he has to point out to himself the things that have meaning. Second, by virtue of this process of communicating with himself, interpretation becomes a matter of handling meanings. The actor selects, checks, suspends, regroups, and transforms the meanings in the light of the situation in which he is placed and the direction of his action. (p.5)

Taylor and Bogdon (1998) summed up their explanation of symbolic interactionism as a theoretical phenomenological perspective by stating that

> From a symbolic interactionist perspective, all organizations, cultures and groups consist of actors who are involved in a constant process of interpreting the world around them. Although people may act within the framework of an organization, culture, or group, it is their interpretations and definitions of the situation that determine action, not their norms, values, roles, or goals. (p. 12)

This study of the reflective perceptions of teachers examined individuals' and groups' interpretations of their situations and the effects these interpretations had on their actions.

The purpose of this study was to describe the reflective perspectives of teachers who were not new to the classroom as they implemented a new program. Reflection is defined as deliberately looking back on thoughts, actions, and conditions in order to better understand the motives and behaviors exhibited by oneself and others as well as the consequences of the behaviors (Dewey, 1933; Osterman & Kottkamp, 1993). This study focused on how teachers reflected on and assigned meaning to their experiences while implementing a new program. Each participant in the study interpreted experiences in a different way based on the social interactions, past experiences, and thought processes that person had experienced. According to Becker and Geer (1960), an individual's viewpoint and actions in specific situations are comprised of coordinated patterns of feelings, thoughts, and behaviors that are known as his or her perspective. For example, teachers' levels of reflection varied based on the individual meaning that they assigned to a situation. In a sense, asking a teacher to reflect is much the same as Blumer's (1969) two-step process of attaching meanings through a process of interpretation. Both involve a deliberate thinking about or interpretation of actions in the light of the context in which they occur as well as an understanding of one's behaviors and the behaviors of others, with a consideration of direction for further action.

This study examined the meanings that teachers gave to experiences as they implemented a new program. In accordance with the framework of symbolic interactionism, this study analyzed teachers' perspectives on change as they participated in an innovation, the characteristics of their reflections as they participated in the innovation, and the effect of participation in reflective activities on the teachers' practice in the classroom.

These reflective perspectives were best studied using qualitative methods. "The qualitative researcher studies people in the context of their pasts and the situations in which they find themselves" (Taylor & Bogdon, 1998, p. 8). "Qualitative methods can be used to obtain the intricate details about phenomena such as feelings, thought process, and emotions that are difficult to extract or learn about through more conventional research methods" (Strauss & Corbin, 1998, p. 11). Qualitative methods allowed the researcher to gain insight into the personal thoughts and feelings of the participants by asking questions in response to certain comments or reactions. The researcher was able to ask for further explanation when necessary.

Context of the Study

The selection of a site and participants were based on the concept of purposeful sampling. Merriam (1988) explained that purposeful sampling is based on the assumption that the researcher must select the sample from which the most can be discovered and understood as insights are gained. The purpose of sampling in qualitative studies is to maximize information, not to facilitate generalization (Lincoln & Guba, 1985).

A site was selected based on Lincoln and Guba's (1985) recommendation and Taylor and Bogdon's (1998) explanation that the ideal research setting is one in which the observer obtains easy access, establishes immediate rapport, and gathers data directly related to the research questions. To understand and gain insights into teachers' reflective perspectives as they implemented a new program, it was important to choose a site where teachers were provided time and encouragement for reflection.

The study took place in an elementary school in a suburban community in Northeast Georgia. The school opened in the fall of 1999 with a population of

approximately 600 students. The principal and the assistant principal believed in empowering teachers and in developmental/reflective models of supervision. The teachers were provided time to plan and reflect together each week. The assistant principal met with teachers at each grade level periodically to discuss how instruction was going and to reflect on changes that needed to be made.

The teachers in this school were required to implement a new language arts program. The county provided several days of training, follow-up training, opportunities to observe the program in another teacher's classroom, and peer coaching opportunities. Teachers were also provided books which explained the program and how to implement the activities, along with the supplies needed to implement the program. The program was phased into implementation by adding grade levels each year. The program did not change the curriculum that teachers were required to teach, but was a new delivery model which required teachers to learn and implement new types of activities. The program consisted of hands on, authentic types of activities as opposed to workbooks and other seatwork assignments. This change in methodology provided a challenge for some teachers who had not been accustomed to teaching this way in the past.

Data Sources

The four participants were fourth grade teachers who had just begun to implement the Four Blocks Literacy Program (Cunningham & Allington, 1999). The participants were allowed to learn the program in the spring of 2001, but were expected to have it fully implemented in the fall of 2001. All of the participants volunteered to participate in the study. All of the participants had experience in the classroom and were not brand new teachers. Their experience ranged from 3 to 17 years. Anita had 17 years of classroom

experience teaching various grades from Kindergarten through eighth grade. Wendy had ten years of experience teaching fourth grade. Janice had ten years of experience teaching Kindergarten through fifth grade, and Mary's experience included three years in fourth grade.

The sample was limited due to the fact that the study required the researcher to observe group planning/ reflection sessions and the school was organized so that each grade level had their own planning time.

Participants were observed five times during their weekly common planning time. Each participant was interviewed three times during the study. Journals were collected and analyzed when available. The researcher asked participants to write in journals at least three times a week, but all participants did not complete their journal entries as requested.

The researcher's personal concerns with bias were discussed with each participant before consent was signed and throughout the study. The researcher's position of language arts coordinator created some personal bias toward the new program the teachers were required to implement. The participants knew that the researcher felt positively toward the program and that it was her job to assist teachers as they implemented the program in their classrooms. The researcher designed and planned the staff development that teachers had received concerning the new program. The researcher discussed her bias with the participants and reminded them that she had no authority or desire to evaluate their teaching or their implementation of the program. The participants were also assured that their comments would remain confidential and would in no way be shared with their school administrators or be reflected in their personal evaluations. The participants were also told that the researcher's findings would assist the researcher as she

sought to support teachers in the future. The researcher's bias did not seem to affect participant's comments or honesty concerning the program. In fact, several commented that they felt free express concerns to the researcher which they were hesitant to share with their supervisors.

Participants were observed and interviewed between October 1, 2001 and February 14, 2002. Teachers were presented with a consent form and assured of confidentiality throughout the study. Each participant was assigned a pseudonym that was used in all written transcripts and reporting. All audiotapes and transcripts were kept in a secure location and were available only to the researcher.

Data Collection Procedures

Data collection procedures were chosen based on the types of data that would be generated to address the research questions while at the same time reflecting a theoretical foundation grounded in symbolic interactionism and cognitive psychology. Data collection procedures included observation of group planning/reflection sessions, individual interviews, and written documents prepared by the participants. Pseudonyms were used in all data throughout the study.

Observation of group planning sessions allowed the researcher to observe and gather written and taped data concerning the reflective perceptions of teachers as they interacted socially and as Blumer (1969) referred to in his second premise, produced meanings based on interactions between individuals. Lincoln and Guba (1985) stated that observation allows the researcher to grasp motives, beliefs, concerns, interests, unconscious behaviors, and customs of the participants. The researcher remained a complete observer rather than a participant observer (Merriam, 1988). Taylor and

Bogdon (1998) suggested that researchers stay away from settings in which they have direct personal or professional stake. In order to avoid becoming professionally involved with the participants, the researcher observed quietly and sat back away from the participants.

Tape recordings of planning sessions were made to ensure accuracy in data reporting (Bogdan & Biklen, 1982). Field notes were kept by the researcher. Field notes were descriptive in nature, and recorded the setting, the activities, and the personal comments and reactions of the participants. In addition, individual participants were interviewed in order to gather information that could not be directly observed. That type of information included motives, feelings, thoughts, interpretations and prior experiences (Merriam, 1988). Semi-structured interview methods were used to gather interpretive information from the participants. Merriam recommends that researchers use a list of questions or issues only as a guide that allows researchers to spontaneously respond to issues or topics that emerge during interviews. Bogdon and Biklen (1982) describe an interview as purposeful conversation used to produce rich, descriptive data about how participants interpret their world. The use of semi-structured interviews allowed the researcher to focus on reflective experiences as well as specific categories that emerged during observed planning sessions. Initial interview questions included:

1. Describe your experiences implementing the Four Blocks Literacy Program in your classroom. Have you found anything to be useful in terms of strategies or concepts?

2. How have your opportunities to plan and reflect with your peers influenced or changed your values and beliefs about change or reflection? What are your values and beliefs about teaching?
3. How have your personal solo reflections on the implementation of the Four Blocks in your classroom and your experiences planning and reflecting with your peers influenced your opinion of the Four Blocks and your practice in the classroom?

Each participant was interviewed at the beginning of the study, during the study, and at the conclusion of the study. All interviews were audio taped with the permission of the participants. Participants were interviewed individually, for time periods that ranged from 20 to 55 minutes per sitting, in a conference room or the teacher's classroom. Initially, interviews were somewhat formal, longer in length, and a bit awkward with straightforward questions and answers. However, as the researcher developed rapport with the participants and questions became more focused, both questions and answers became more relaxed, descriptive, and concise. As the study progressed, the researcher became more perceptive concerning the topics that were important to the participants, and the ideas on which she needed to focus in order to gain the information that was needed (Bogdan & Biklen, 1982).

Some participants were more apt to speak freely and at greater length than others. Anita, for example, provided short answers with little description. Mary, on the other hand, was relaxed and provided lengthy descriptive answers. Participants seemed to enjoy the interviews and the chance to be heard. After the first interview, one participant said that it felt wonderful to have somebody care about her opinions. Tapes were transcribed

and allowed the researcher to later review the exact words of the participants for further reflection.

Five group reflection/planning sessions were observed and audio taped. Transcriptions of audio tapes produced 73 pages of data which were analyzed, coded, and compared to data gathered from interviews and journals. The analyzed data confirmed the findings drawn from individual interviews and journals.

When the researcher left each interview or observation session, she recorded reflective comments concerning the interviews and sessions. She noted the mood of the group or subject and other events that happened during the session. For example, during one interview the participant was called to the telephone and was then interrupted by a student. Another participant was having a crisis in her family during the study and she spent time during an interview talking about her family. It was also noted that the assistant principal was present at some group reflection sessions and her presence seemed to have an effect on the type of discussion and the comments of the participants.

In addition to observations and interviews, personal documents were reviewed as another source of data. Fifteen personal documents were analyzed, coded, and compared to transcriptions of interviews and group sessions. Data gathered from personal documents confirmed data gathered from interviews and observations. The term "personal documents" refers to any first-person narrative that describes an individual's action, experiences, and beliefs (Bogdon & Biklen, 1982). Participants were asked to keep a personal journal reflecting their experiences, perceptions, and insights as they implemented the new program. Participants were asked to make a minimum of two entries per week.

The researcher provided journal notebooks for each participant. The participants were asked to answer the following questions:

1. Describe an experience you had implementing the Four Blocks Literacy Program in your classroom today.
2. How was this experience useful in terms of strategies or concepts?
3. What did you learn by reflecting on this activity?
4. Have your opportunities to reflect during interviews and planning sessions influenced your practice in the classroom?

Some participants did not complete their journals and others seemed to do so briefly without much reflective activity. The researcher had to repeatedly request to see journals and participants often responded to her request by saying that they would send them in a few days after they had time to complete them, indicating that they were not taking time to reflect and record data in their journals on a regular basis.

All data gathered was coded and analyzed using Glaser and Strauss' (1967) constant comparative method. The data were continually compared, reviewed, and analyzed throughout and after the collection process. Audio taped transcriptions presented apparent codes and facilitated the researcher in identifying categories and themes and fine- tuning interview questions. For example, after analyzing the transcriptions of the first interviews, the codes of "students are rushed," "not enough time in the day," "too much time to plan," and "I can't find time to learn more about the program" were all collapsed and combined into the category of "time." As a result a new interview question was added concerning time.

As the researcher proceeded in the study, the textbook description of the constant comparative method became more relevant and understandable. Data analysis was an ongoing process (Bogdan & Bilken, 1982; Strauss & Corbin, 1998). As the data emerged, it was constantly compared to existing data. This comparing of data took place from the time of the first interview through the writing of the final draft. New insights continually prompted the researcher to reread or reconnect certain codes and categories. The rereading of memos often prompted the researcher to look at the data in new ways. The researcher often added to memos as she thought about new connections within or between categories. For example, the support of a peer coach was often mentioned during individual interviews. As the researcher was discussing the concept of peer coaching with her supervisor, it occurred to her that reflection was involved in models of peer coaching and that perhaps that was one reason why the participants mentioned peer coaching during interviews. After recording this new insight in her memos, the researcher decided to ask additional questions concerning the support of peer coaches. As Glaser (1978) said, memos serve to "present hypotheses about connections between categories and/ or their properties" (p. 84). The names of the categories were adjusted to better describe data. Glaser (1998) suggests that is important to take time when naming a category, "as it must have imagery and analytic power to earn its way into the theory" (Glaser, 1998, p. 143).

Strauss and Corbin (1998) suggest that the creation of coding charts, diagrams, and a storyline can be used to facilitate identification of the central category and the integration of concepts. Once coding took place, coding charts were helpful in comparing information gathered from individual participants as well as when types of information

were gathered (Appendix A). A diagram assisted the researcher as she examined changes in perspectives over time (Appendix B), and an analytic story enabled the researcher to articulate thoughts and make connections as she studied her data and memos (Appendix C).

The researcher began by coding for everything or as Glaser (1998) suggests, " In open coding, the researcher codes for everything he can as he goes through the data, by constantly comparing" (p.138). Items that were similar were then regrouped into categories. "Grouping concepts into categories is important because it enables the analyst to reduce the number of units with which he or she is working" (Strauss & Corbin, 1998, p. 112). Open coding initially produced 30 codes which were reworked, and regrouped several times (see Appendix A). Once codes were analyzed and regrouped, subcategories and then categories began to emerge.

Twenty-one subcategories were ultimately established and then collapsed into five categories. Fewer categories allowed the researcher to examine information while referencing those categories. Connections between subcategories, categories and themes were sought at a conceptual level. (Strauss & Corbin, 1998). The conceptual connections that emerged between the categories and themes were the concept of time as it related to the duration of time implementing the innovation and the concept of what was actually happening in the classroom. The description of activities occurring in the classroom originally was listed as a type of reflective perspective, but as the researcher further analyzed the data and sought to answer the questions posed by the study, it became clear that the descriptions of activities in the classroom were the data needed to answer the

question of how participation in reflective activities was effecting teachers' behavior in the classroom.

The researcher then utilized the process of selective coding by examining each subcategory and description of behaviors in the classroom over time, noting changes in the reflective thoughts of the participants as they implemented the innovation. The researcher continued to study how the reflective thoughts in each subcategory and behavior in the classroom changed over time. This process was continuous and overlapping throughout the study.

Grounded Theory

Grounded Theory (Glaser, 1978; Glaser & Strauss, 1967) was used to generate conclusions concerning the reflective perceptions of teachers as they implemented the new program. "The grounded theory approach is a method for discovering theories, concepts, hypotheses, and propositions directly from data rather than from a priori assumptions, other research, or existing theoretical frameworks" (Taylor & Bogdon, 1998, p. 137). Strauss and Corbin (1994) defined "grounded theory" as "a general methodology for developing theory that is grounded in data systematically gathered and analyzed. Theory evolves during actual research, and it does this through continuous interplay between analysis and data collection" (p.273). "Analysis is the interplay between researchers and data" (Strauss & Corbin, 1998, p.13). In generating grounded theory, researchers do not seek to prove their theories, but merely to demonstrate plausible support for these theories (Taylor & Bogdon, 1998).

Glaser and Strauss (1967) propose the constant comparative method as a major strategy for developing grounded theory. This strategy compares each new piece of data

collected to previous data. As data are collected and analyzed, categories emerge. This continuous comparing of new data to existing categories informs the researcher of data to be collected in the future. Further data collection enables theoretical ideas to be developed (Charmez, 1994).

Constant Comparative Analysis

Constant Comparative Analysis allows the research to code and form categories as they emerge from the data, both during and after data collection (Glaser & Strauss, 1967). The researcher began her interviews by listening and saying as little as possible, in order to allow the data to represent the perspectives of the participants rather than the preconceived notions of the researcher. The same questions were asked in all initial interviews, allowing the categories to emerge only after all initial interviews were complete. More specific questions were asked in follow-up interviews in order to constantly compare and analyze data, as categories were refined (Bogdan & Biklen, 1982; Strauss & Corbin, 1998).

As participants responded to initial interview questions, the researcher refined questions in order to obtain necessary information. For example, one participant described in length a high school English teacher who influenced her thoughts on writing. She described how she felt in the teacher's class and the effect the teacher had on her own beliefs and practice in the classroom. Consequently, the researcher understood the importance of past learning experiences and experiences became a point of reference in later interviews. As categories emerged, the researcher discussed subcategories and emerging categories informally with the participants. The participants assisted in validating or clarifying her conclusions.

"Theoretical sensitivity is the ability of the researcher to generate concepts from data and to relate them according to the normal models of theory in general" (Glaser, 1992, p. 27). The researcher must give meaning to the data based on his insight (Glaser, 1978) and the researcher's professional judgment should aide the researcher in deciding which data is meaningful to the research and which is not (Bogdan & Biklen, 1982: Strauss & Corbin, 1998).

This researcher's insights were influenced by her professional experience as a teacher, a school administrator, and a system curriculum coordinator. As she interviewed participants concerning their implementation of a new program, she was sensitive to the data relevant to reflection and the change process. Other data was discarded that may have been relevant to other fields of inquiry. For example, one participant shared her reaction to books she was currently reading on standards in education. Her opinions concerning standards in education were important to her as she felt pressure from her administrators, but they had no bearing on the current research project (Glaser, 1978).

Theoretical sampling is based on concepts that emerge from analysis and appear to have relevance to the evolving theory (Strauss & Corbin, 1998). "The aim of theoretical sampling is to maximize opportunities to compare events, incidents, or happenings to determine how a category varies in terms of its properties and dimensions, varying the conditions" (Strauss & Corbin, 1998, p. 202). "Maximizing opportunities for comparing concepts along their properties for similarities and differences enables researchers to densify categories, to differentiate among them, and to specify their range of variability" (Strauss & Corbin, 1998, p. 202). As the researcher collected and analyzed the data, categories and patterns emerged that moved her toward the development of theory. For

example, as the researcher worked to establish a core variable, she considered such components as collegiality, shared decision-making, and peer coaching, but settled on the concept of teacher's concerns during the change process.

The site for this research was a school where fourth grade teachers had been required to implement a new literacy program during the present school year. Data was gathered from fourth grade teachers until new information was no longer being shared by the participants. The participants began to repeat themselves when discussing their thoughts and concerns and the researcher felt she was wasting their time since she already knew how each participant would respond to her questions. For example, during the last interviews, when asked how participants were feeling about planning for the program, each stated that planning had become simpler and quicker as they became accustomed to the program and what was expected of them. The researcher knew that saturation had occurred when no new data became apparent (Strauss & Corbin, 1998).

"Saturation means that no additional data are being found whereby the sociologist can develop properties of the category. As he sees similar instances over and over again, the researcher becomes empirically confident that a category is saturated" (Glasser & Strauss, 1967, p. 61).

The researcher found that the time spent actually coding and analyzing the data was important, but many of her insights or connections to theory occurred at other times during the day when she was reflecting back on her findings and experiences with her participants.

Reliability and Validity

Qualitative researchers stress the validity of their research by emphasizing the meaningfulness of their studies. They design their studies to ensure a close fit between the data and what people actually say and do. Goetz and LeCompte (1984) suggest multiple data sources, or triangulation, to ensure validity. Triangulation is the process of bringing multiple types of data to bear on a single issue (Denzin & Lincoln, 1994). This study addressed issues of validity by including the multiple data sources of interviews, observations, and review of personal journals. Open ended questions and informal member checks served as further evidence of validity.

Reliability is addressed in qualitative studies through the systematic way in which the data is coded and placed into categories (Taylor & Bogdon, 1998). Reliability is viewed as a fit between what the researcher recorded as data and what actually occurred in the setting, rather than the ability to replicate the study with consistency between observations (Bogdan & Biklen, 1982). By using the constant comparative method, the reliability of this study was enhanced. The clear concise methods of data collection and analysis procedures would make it possible for another researcher to study the data and in all probability come up with similar findings.

Subjectivity Statement

The researcher was employed as the language arts coordinator in the school system in which the study took place. The researcher had previously served as a teacher and an assistant principal in the same school system. The researcher's job description included assisting in the implementation of the Four Blocks Literacy Program. The

researcher was considered to be a facilitator to teachers and in no way was expected to evaluate teachers. Her duties included staff development and curriculum.

Because the researcher was a coordinator in the county where the study took place, she took precautions to ensure that participants would feel comfortable sharing with her. All participants volunteered to take part in the study. Participants were reminded that the researcher was never in a position to evaluate their performance, and that their responses would not be shared with their administrators or others who were in a position to evaluate their performance. Interviews took place in private settings of the teachers' choice: usually a conference room or the teacher's classroom. The participants seemed to trust the researcher, even to the extent of discussing some personal issues concerning their administrators. Several participants commented on the fact that they could express concerns to the researcher that they were hesitant to share with their supervisors.

Personal biases of the researcher included the beliefs that change is necessary for organizational growth and that reflection is a tool that can be used to assist teachers as they face the day-to-day challenges inherent in the change process. The researcher was partially responsible for bringing the new literacy program to the school system and she felt strongly about the merits of the program and the philosophy on which the program was based. The researcher designed and planned for some of the staff development that teachers had received concerning the new program. The researcher's personal concerns with bias were discussed with each participant before consent was signed and throughout the study. The participants knew that the researcher felt positively toward the program and that it was her job to assist teachers as they implemented the program in their classrooms. The researcher entered into this study with the assumption that opportunities

to reflect would assist teachers as they implemented the new program. The researcher acted as an observer and not as a participant in order to avoid making comments that could be interpreted as being judgmental. At times during the study, it was difficult for the researcher to listen without correcting the teachers or making comments about their perceptions. This was especially true when a participant expressed a belief based upon a false assumption or described an activity that was not done correctly. Even though it was difficult, the researcher tried at all times to separate her role as language arts coordinator from her role as researcher.

Bogdon and Biklen (1982) stress that a qualitative researcher must be aware of her own biases and the effect that they may have on the data produced. Taylor and Bogdon (1998) say that in their view it is impossible for researchers to conduct studies with no values, commitments, theoretical perspectives, or worldviews. They suggest that, "Rather than to act as though you have no point of view, it is better to own up to your perspective and examine your findings in this light" (p. 161). In writing this subjectivity statement, the researcher hoped to consider those factors honestly that may have influenced the findings of this study.

CHAPTER 4

FINDINGS

The purpose of this study was to describe the reflective perspectives of teachers as they implemented a new program. This research was conducted in order to answer the following research questions: What were teachers' perspectives on change as they participated in an innovation in the form of a new program? What were the characteristics of teachers' reflection as they went through the innovation process? How did participation in reflective activities affect teachers' behaviors in the classroom as they participated in the change process?

This chapter presents findings and reports them as data from the individual participants as common subcategories, categories, and themes. Each of these levels of findings will be discussed as it relates to the perspectives of the participants as they implemented a new program, characteristics of their reflection, and the effect of reflective activities on behaviors in the classroom.

Twenty-one common subcategories emerged from the data. These subcategories were then collapsed into five categories across the data.

Individual Participants

Mary

Mary was a teacher with four years of experience teaching fourth grade. Mary was new to her current school and school system after moving from another state. This was Mary's first year implementing the Four Blocks Literacy Program. Mary received

limited training in the program during preplanning. She did not have access to the other staff development opportunities that were offered during the previous spring.

Data from Mary contained 21 subcategories. Five subcategories addressed her feelings, three addressed her concerns with time, three addressed the way she had always done things in the past, five addressed support as she implemented the program, and five addressed her behavior in the classroom. Table 1 illustrates the subcategories and categories that were present in Mary's interviews, observations, and journal. Table 1 also indicates the number of times that information related to the subcategories emerged during the first third, or the beginning of the study (B); the second third, or the middle of the study (M); and the last third or end of the study (E).

Table 1

Subcategories and Categories from Mary's Interviews, Observations, and Journal

Perspectives or concerns												Behavior in the classroom		
Feelings			Time			Comparing to past experience			Support			Description of activities		
She expressed that she liked or did not like aspects of the program.			She was concerned about time to fit everything into a day.			She compared parts of the program to the way she had always taught in order to clarify her understanding.			She talked about the support of a peer coach.			She provided only a description of activity.		
B	M	E	B	M	E	B	M	E	B	M	E	B	M	E
18	2	1	6	0	0	6	0	0	0	0	2	18	5	5

Perspectives or concerns												Behavior in the classroom		
She described how she was feeling about change.			She said that it was getting easier to fit everything in during the day.			She said that she had found a way to combine something she used to do with something she was required to do now.			She said that other teachers had been a support.			She talked about doing activities because the kids or the teacher liked them.		
B	M	E	B	M	E	B	M	E	B	M	E	B	M	E
0	2	1	0	4	0	0	1	0	4	1	1	5	1	1
She expressed discomfort or doubt about whether she was doing something correctly.			She expressed concern about the time that reading was scheduled during the day.						She talked about the support of grade level planning/ reflection time.			She talked about doing activities with an explanation of why the students needed them.		
B	M	E	B	M	E				B	M	E	B	M	E
7	1	0	0	1	0				2	1	1	9	7	4
She said that she was feeling better about something or experiencing less doubt.			She stated that she did not want to take the time to learn the program if it was not going to last.						She said that the program books for teachers had been helpful.			She explained how she had changed an activity to meet the needs of the kids.		
B	M	E	B	M	E				B	M	E	B	M	E
3	8	0	1	0	0				4	2	1	4	9	3
She stated that the kids were stressed.									She talked about training sessions.			She stated that an activity was not working, without an attempt to adjust it to meet the needs of her students.		
B	M	E							B	M	E	B	M	E
1	0	0							0	0	1	2	1	0

Mary was open with her feelings during interviews and group sessions. At the beginning of the study she was apt to say that she liked or didn't like a part of the innovation. Her expressions of like or dislike did not include reasons, but only statements of like or dislike. An analysis of Mary's interview and group transcripts indicated that she expressed likes or dislikes 18 times during the first third of the study and three times during the remaining time in the study. An example was when Mary said, "But I like doing reading, reading is my favorite" and "I actually like it so far."

Mary seldom reflected on how she felt concerning change. Twice during the middle of the study she made two comments saying that she was getting used to the new program and that things were easier for her. During her last interview, as Mary reflected back on her implementation of the new program, she said, "I didn't like it so much at first because it was so different and kind of hard to get going and get started, but once the kinks got worked out, I like it myself."

At the beginning of the study Mary expressed feelings of discomfort or doubt about whether she was doing something correctly. When reflecting on the writing block in October, Mary said:

> I don't feel like I have a very good handle on it. If I thought I was doing a good job at presenting, then I would be able to judge a little bit better about how I thought they were doing. I'm a little bit confused about how that's going to work. I would feel much better if I had this figured out.

Mary's doubts decreased as the study progressed. She only expressed feelings of doubt or discomfort one time after the beginning of the study.

As the study progressed, Mary's reflections indicated that she was feeling better about her own performance. She made comments such as:

> I'm getting it. I'm starting to make connections with other things, which in turn is making it easier for me to plan. I was lost, but now I'm kind of starting to see it.

Time was a major issue for Mary when the study began. She expressed concerns over how to fit everything into her daily schedule six times during the first third of the study. During her first interview, Mary stated:

> Some of them feel kind of rushed. The transitions have to go so quick to get it all in and some kids need two or three minutes of down time and you really don't have the space for two or three minutes of down time in between each block. It's kind of stressful on some of them I think. Especially in my case, with me being new, I still feel stressed and rushed by trying to get it all in.

By December, Mary was feeling better about the issue of fitting the program into her day. When asked if she was still feeling rushed, she responded by saying:

> It's getting better. I still don't think that I have all the kinks worked out yet, but like I said I'm still forgetting things. Like if I sit down and make out the words activities and realize I didn't even do anything with word wall words, but I don't feel as rushed. It runs a little smoother the more times you do it.

By the end of the study, Mary was no longer mentioning time as a concern.

Mary briefly mentioned that guided reading was scheduled at a difficult time during the day and that she didn't want to take the time to learn a new program if it wasn't going to last. Both of these comments were made only one time throughout the study. Other

participants mentioned these concerns more often, but they did not appear to be a major concern for Mary.

During her first interview, Mary compared the writing block with the way that she had been required to teach writing in another state. She did not present her way as better, but compared to clarify or create a clearer picture of what was expected in the new program. She explained,

> Well, as far as the writing block, I'm finding it to be less structured with my previous experience. Like I couldn't tell someone how to spell a word, but I could say, I bet Charlie knows how to spell that word. Why don't you go ask Charlie? Charlie could spell it for them. I couldn't spell it for them.

Mary described similar comparisons six times during the first part of this study. As the study progressed, Mary no longer made such comparisons. Mary did not seem motivated to combine her former ways of teaching with the new program. She only reflected on such a combination once during the entire study.

Mary's main sources of support were other teachers in the school. At the beginning of the study, she talked about reading other teachers' lesson plans and asking questions to gain clarification. Toward the end of the study, after Mary had opportunities to work with a peer coach, she said:

> I got to go see Connie last week. I've seen her do writing a couple of times and that has really helped. I knew it would. I knew if I saw somebody do it I would be like oh, okay. I'm very visual, so all I needed to do was to see somebody a couple of times. That really helped a lot.

The program books were helpful to Mary as she began the innovation, but she came to rely more on other teachers as the study progressed. As Mary reflected on the support of other teachers, she said that certain teachers were more helpful than others and that her grade level planning/reflection sessions were not the place where she gained the most support. Support from training sessions were only mentioned very briefly.

Mary's descriptions of her behaviors in the classroom changed as the study progressed. At the beginning of the study Mary provided 18 descriptions of activities in the classrooms. Those 18 descriptions were descriptions only, with no further explanation or rationale included, except possibly that her students liked them. For example, when discussing the word block with her colleagues, she said, "I put them (word cards) in a bucket. I had index cards and put them in a bucket. And I took some Nifty Thrifty words and some of their spelling words and they loved it."

Most of Mary's descriptions with no further explanation were provided in the group reflection/ planning sessions. As the study progressed, and as Mary talked with me individually, she was more apt to explain why she was doing certain activities with her students or why her she changed an activity to meet the needs of her students. For example, in December she explained

> I'll keep a little post it note and I'll write down stuff that I noticed and then I can go back and look at that and say I need to do a lesson on this. That's how I did the "are," "our," and "so," "because," "but," and "like." They want to start their sentences with those five words and you can do that, but I really steer my kids away from doing that, so we did something on that too. Now I don't even let

them start their sentences with those five words because I showed them how you can just take it out and usually you can just start with the next word.

Mary's perspective concerning the innovation was positive and she was anxious to learn the new program throughout the study. She only said that something wasn't working without attempting to come with a solution three times toward the beginning of the study. Her reflections indicated that she was feeling good about the changes she was making in her teaching. When asked how her students were doing, she responded by saying, "Well, I know on Individual Reading Inventories (IRI) everybody went up. Everybody in my class went up and that made me feel pretty good."

Wendy

Wendy was a teacher with 10 years of experience teaching fourth grade in the same school system. Wendy described herself as a traditional teacher who felt comfortable with structure. She was concerned about learning a new program and yet she said that she wanted to do a good job and was anxious to learn the Four Blocks Literacy Program.

Table 2 illustrates data that were present in Wendy's interviews, observations, and journal. The data contained nineteen subcategories. Six subcategories addressed Wendy's feelings, two addressed her concerns with time, one addressed the way she had always done things in the past, five addressed support as she implemented the program, and five addressed her behavior in the classroom. Table 2 also indicates the number of times that information related to the subcategories emerged during the first third, or the beginning of the study (B); the second third, or the middle of the study (M); and the last third, or end of the study (E).

Table 2

Subcategories and Categories from Wendy's Interviews, Observations, and Journal

Perspectives or concerns												Behavior in the classroom		
Feelings			Time			Comparing to past experience			Support			Description of activities		
She expressed that she liked or did not like aspects of the program.			She was concerned about time to fit everything into a day.			She said that her way had worked in the past and she did not think it was necessary to change.			She talked about the support of a peer coach.			She provided only a description of an activity.		
B	M	E	B	M	E	B	M	E	B	M	E	B	M	E
10	10	1	4	1	2	3	0	0	5	3	2	4	5	3
She described how she was feeling about change.			She said that it was getting easier to fit everything in during the day.						She talked about the support of grade level planning/ reflection time.			She talked about doing activities because the kids or the teacher liked them.		
B	M	E	B	M	E				B	M	E	B	M	E
1	1	1	0	0	1				3	1	0	3	1	3
She expressed discomfort or doubt about whether she was doing something correctly.			She expressed concern that planning for the program took too much time.						She said that the program books for teachers had been helpful.			She talked about doing activities with an explanation of why the students needed them.		
B	M	E	B	M	E				B	M	E	B	M	E
2	0	0	1	1	0				2	2	1	6	4	2
She said that she was feeling better about something or experiencing less doubt.			She said that planning was now taking less time.						She talked about training sessions.			She explained how she had changed an activity to meet the needs of the kids.		
B	M	E	B	M	E				B	M	E	B	M	E
0	2	2	0	0	1				0	1	0	0	0	2

Perspectives or concerns												Behavior in the classroom		
She stated a general belief or philosophy that was not related to the study.												She stated that an activity was not working, without an attempt to adjust it to meet the needs of her students.		
B	M	E							B	M	E	B	M	E
0	1	0										0	1	0

During the first two-thirds of the study, Wendy reflected on whether or not she liked part of the innovation. She stated 20 times that she liked or did not like an aspect of the program, but provided no explanation of why. For example, during her first interview, Wendy said:

> With Four Blocks, there are certain aspects that I really like and I really don't. I'm not halfway between on any block. I have one opinion. So, again, I really like the writing block and I do like Self Selected Reading.

While discussing writing during a group reflection session in November, Wendy said, "Oh yeah. I like that a lot." Wendy's final interview and comments during the last two group sessions indicated that she was not focusing as much on whether or not she liked something. She only made one comment indicating like or dislike during the final third of the study.

Wendy commented on how she was feeling about the change process one time during each third of the study. During her first interview, she indicated that change had been a challenge for her. In December Wendy told the researcher that she was willing to

change and that she knew it would take time. By the end of the study, Wendy reflected on how much she had changed, but added that she had further to go.

Wendy did not seem uncomfortable with her own performance. She related to the researcher that she was a very structured person, and as a result she was trying to teach lessons exactly as they were written in the book. She expressed doubt twice about whether or not she was doing something correctly at the beginning of the study. By the middle and end of the study she expressed four times that she was feeling more confident as she implemented the program. In January, she told the researcher that she was feeling more confident with every block.

Wendy generally provided only information when queried by the researcher. She did not volunteer opinions concerning her beliefs on other educational topics. At the end of the first interview, she told the researcher that it felt good to have someone listen to her and care about what she thought. At the end of the second interview, she gave the researcher a hug and thanked her for listening. Wendy did not talk much in most group reflection sessions, but seemed comfortable and open when interviewing alone with the researcher. When the researcher shared the above observation with Wendy, she said that she liked to stick to the topic and sometimes the group tended to talk too much about other issues. She also said that she felt more comfortable talking in the group when her administrator was not present.

Time was more of an issue with Wendy at the beginning of the study than at the end. She expressed concern about fitting everything into the day four times at the beginning of the study. She reflected that, “There is really not any time for the students to work on any work at all during class, and I really am opposed to that.” At the end of the

study, when asked how she was feeling about having time in the day, she said that she was feeling better about fitting in all of the blocks, and that she had become more flexible with the time. She continued to express some concern with the fact that the students did not have a lot of time for paper and pencil type of practice during the day.

Wendy also reflected on the time necessary to complete lesson plans for the new program. In January, when asked about time for planning, Wendy said,

> As an individual, time for planning was an issue in the beginning, but it's getting better. My lesson plans are not very detailed, but they are detailed enough for me. Anytime you learn a new format though it's going to take you awhile. That's getting better.

Wendy expressed that she desired to change and to learn the new program. She only defended something she had done differently in the past three times during her first interview and once during her last interview. She mentioned using the reading basal to teach reading three times. She explained that it worked, and that she didn't see a reason to change her reading instruction. For example, she said, "I do feel that the basal does have a purpose and is important, otherwise teachers kind of have to reinvent the wheel, so to speak." During her last interview, Wendy said,

> But I still like drill and practice. I still like my grammar practice book. I like those sentences. I'm not a worksheet teacher or anything like that, but there are skills that are in there. There are sentences that are already generated that I can use and I do like that because that frees me to do other things.

Wendy did not make any other comments defending her usual way of teaching in any other interviews, group sessions, or journals.

Wendy mentioned the support of her peer coach 10 times throughout the study. Five of these comments were made during the first third of the study. In describing her peer coach in October, Wendy said:

> I think that there's a teacher at this school who is called the Four Block Queen. She's been doing it for probably 10 years, she came from another county and she talked with me the other day and gave me a lot of ideas. That was so helpful. She really doesn't plan, although she probably would, if I would ask. She's really helpful.

In December Wendy described a session with her peer coach:

> Connie is, in my opinion, a Four Blocks expert. One Friday, she stayed late with Janice, Trish, and me. And that has really helped me, it really has. I mean to implement other things into the blocks, such as different activities on the back that can be incorporated in the Words Block. She's very helpful. She really is. She's incredible!

During her final interview, Wendy again said that Connie had been a wonderful coach and very professional with the teachers.

During her first interview, Wendy discussed the grade level group planning/ reflective sessions as being helpful. But, in December, as Wendy reflected on the group sessions, she said:

> Somewhat, it has helped planning together. I want to stick to the subject and sometimes that doesn't happen. It's really hard for me to get a lot out of it.

When discussing support during the final interview, Wendy did not mention the group sessions at all.

Wendy did describe the programs books for teachers as being helpful, especially at the beginning and middle of the study. At a group session in January, when asked by another teacher what she did during the word block, Wendy replied by saying:

> Everything that's in here (held up her book), I'm really trying. The thing is that I thought I had misplaced this book because it turned out that Janice had it and I was really upset. I couldn't find, but I found it and I pretty much do, try to do, pretty much what's in here.

Wendy mentioned the support of the books once during the final third of the study. She reflected on the fact that they had been helpful as she was learning the program.

Wendy's descriptions of her behaviors in the classroom changed as the study progressed. Wendy did not spend a lot of time describing activities in her classroom. She tended to simply mention that she was doing certain activities and that they were working or not working for her students. She mentioned more activities without further explanation at the beginning of the study.

Wendy did not mention activities in terms of whether or not she or her students liked them very often. She did comment at the first group planning session that her students liked to play a word game and she later told the researcher that her students enjoyed choosing their own books during self-selected reading.

When Wendy described her behavior in the classroom, she usually explained why she believed what she was doing was important for her students. She provided these types of explanations more often during the beginning of the study than at the end. As she explained why she believed that the writing block was the most important, she said:

> The block that I think is most beneficial for the students is the writing block. Personally speaking, going to high school and college there was not enough emphasis on writing. You know, you got to English 101 and basically they had to teach you how to write. So I really think the writing block is important and I pretty much developed and worked on that to the fullest extent.

Wendy provided explanations of why she was doing certain activities 10 times during the first two-thirds of the study and only twice during the last part of the study.

Wendy did not reflect on how she changed activities to meet the needs of her students until the last third of the study and then she only mentioned two occasions. She explained how she adapted the frequency of an activity to meet the needs of her students and why she was providing extra grammar instruction.

Wendy honestly expressed her concerns with the program and yet at the same time she attempted to make it work. She complained of something not working without an explanation or an attempt to adjust for her students one time throughout the study.

Janice

Janice was a teacher with 10 years of experience teaching various grades in elementary school in the county where this study took place. She had been a paraprofessional for seven years prior to the time that she became a teacher. She was presently teaching at her third school in the county. Janice previously taught in schools with higher socioeconomic levels and higher test scores than were the norm in her current school. Janice mentioned several times during the study that she was concerned about the effect the new program would have on test scores. This was Janice's second year at her present school. Janice was the grade level chairperson and was assigned the task of

facilitating the group/reflection sessions. Janice was trained in the Four Blocks the spring before this study took place, but was not required to implement the program until the fall of the current school year. She admitted that she did not make an effort to implement much of the program until it was required of her. Janice described herself as a traditional teacher who had been trained to teach from textbooks and teachers' guides.

Data from Janice contained 24 subcategories. Six subcategories addressed her feelings, four addressed her concerns with time, three addressed the way she had always done things in the past, four addressed support as she implemented the program, and six addressed her behavior in the classroom. Table 3 illustrates the subcategories and categories that were present in Janice's interviews, observations, and journal. Table 3 also indicates the number of times that information related to these subcategories emerged during the first third, or the beginning of the study (B); the second third, or the middle of the study (M); and the last third, or end of the study (E).

Table 3

Subcategories and Categories from Janice's Interviews, Observations, and Journal

Perspectives or concerns												Behavior in the classroom		
Feelings			Time			Comparing to past experience			Support			Description of activities		
She expressed that she liked or did not like aspects of the program.			She was concerned about time to fit everything into a day.			She said that her way had worked in the past and she did not think it was necessary to change.			She talked about the support of a peer coach.			She provided only a description of an activity.		
B	M	E	B	M	E	B	M	E	B	M	E	B	M	E
10	4	0	1	2	2	3	3	1	3	2	1	15	9	1

Perspectives or concerns												Behavior in the classroom		
She described how she was feeling about change.			She said that it was getting easier to fit everything in during the day.			She said that she had always done something that was a part of the new program (as a reason for not changing).			She said that other teachers had been a support.			She talked about doing activities because the kids or the teacher liked them.		
B	M	E	B	M	E	B	M	E	B	M	E	B	M	E
5	3	0	0	0	1	5	0	0	1	1	1	5	1	0
She expressed discomfort or doubt about whether she was doing something correctly.			She expressed concern that planning for the program took too much time.			She said that she had found a way to combine something she used to do with something she was required to do now.			She talked about the support of grade level planning/ reflection time.			She talked about doing activities with an explanation of why the students needed them.		
B	M	E	B	M	E	B	M	E	B	M	E	B	M	E
9	1	0	1	2	1	2	1	0	1	0	0	6	4	0
She said that she was feeling better about something or experiencing less doubt.			She said that planning was now taking less time.						She said that the program books for teachers had been helpful.			She explained how she had changed an activity to meet the needs of the kids.		
B	M	E	B	M	E				B	M	E	B	M	E
1	7	0	0	0	3				0	0	2	1	0	0
She stated a negative judgment concerning the program without an explanation.			She stated that she did not want to take the time to learn the program if it was not going to last.						She talked about training sessions.			She stated that an activity was not working, without an attempt to adjust it to meet the needs of her students.		
B	M	E	B	M	E				B	M	E	B	M	E
0	6	0	2	0	0				0	0	1	1	4	0

Perspectives or concerns												Behavior in the classroom		
She stated a general belief or philosophy that was not related to the study.			She expressed concern about the time that reading was scheduled during the day.									She discussed grading.		
B	M	E	B	M	E							B	M	E
0	1	0	0	2	1							1	0	0

Janice was expressive with her feelings throughout the study. In discussing her perceptions of the new language arts program at the beginning of the study, she stated 10 times that she liked or didn't like something without further explanation of why. For example, during her first interview she said, "I do like the activities and things and my kids do like it." As the study progressed, she did not make like and don't like statements as often. She only made four such statements during the middle third of the study and no such statements during the last third of the study.

During the first interview and group session, Janice reflected five times on how she was feeling about change and how change was difficult for her. In October, she shared:

> I'm really feeling frazzled with it. I'm kind of nervous with it. Like I said, it's all me, I know, I'm comfortable with what I'm doing and it's hard to change. I feel like where it's concerned, it's more me that anything else as far as how I've looked at it and what I've done. It's more me. I'm still resisting. Because I really feel like if I really get into it, that I will be able to do it as well as what I've done in the past, but I've got to get into it and so far I'm having a hard time really giving it one hundred percent.

Janice's comments concerning her difficulty with change continued through the second part of the study, but were not reflected in her data during the final third of the study. During her last interview when Janice was asked what advice she would give to a new teacher learning the program, she said:

> I would tell her don't panic! It will come. I know out of the five of us, I was probably the worst one as far as I was like this, hands off with this. It took me a while. It really took me a while and I normally am one that can adapt to change real well, but this particular concept was hard for me. But I feel a whole lot better. I don't fret over it. I don't get nervous about it. I feel like each time I do it I get a little better with what we're doing. It seems to work.

As Janice reflected on her difficulty with change, she also expressed discomfort or doubt about whether she was doing something correctly. Her comfort level improved and she gained more confidence as she adjusted to the new program, as indicated by nine comments of doubt or discomfort during the first third of the study with only one such comment after November. During her first interview, she told the researcher that she wasn't "completely comfortable" with the program and that it was difficult to leave her comfort zone. She said she was still feeling "frazzled and nervous" with the program. When she discussed an activity, she said, "I'm still struggling a little bit with if I'm doing it right. If what I'm doing is really supporting what the lesson was." Beginning in December, Janice reflected seven times that she was feeling more comfortable with the program and experiencing less doubt about what she was doing in the classroom.

Janice was negative about the program through the second third of the study, but her attitude changed as she felt more comfortable with the program. During the second

third of the program, Janice made six negative comments about the program without any further explanation. For example, in December Janice said,

> I guess I'm still skeptical as far as, is this the thing that we need to be doing? And if it's the cure all that everybody thinks it is. I guess I'm the doubting Thomas. They're going to have to show me.

After December Janice did not make any negative comments about the program itself and admitted that she could see it working for some of her students.

Janice reflected briefly on her concerns with time, but when asked, she did not have a lot to say about it. At the beginning of the study, Janice briefly commented that it was hard to fit all elements of the program into her day and that planning for the program was time consuming, but she said that both had gotten easier as she became more comfortable with the program. Janice did reflect twice on whether or not it was worth the time to learn the new program. She explained that it was time consuming to learn and that she wondered if it would last. She said:

> The only thing that I think about is, well, once I get all this and I have everything all down what's coming down the road that we're going to do again? I think that. That kind of bothers me, because this requires so much time. I've been in education working in education about 17 years as far as being a paraprofessional and teaching and all. I've seen so many things change and I've got this wondering thought in the back of my mind. Well, how long is this going to work and when are we going to change again? I guess that's one thing that bothers me, because to do this right, it requires a lot of time and a lot of work and making things and using things and you hate to think that I'm going to get all of this and then two

> years down the road they're bringing something else in that's going to require even more work.

Reflections such as the one above and comments Janice made in group-planning sessions indicated that she was actually feeling concerned about the time it would take to adjust and plan for the program, even though when asked about time for planning, she said it wasn't much of a problem and that she was feeling better about the issue of time.

Janice expressed the opinion that the way she had done things in the past worked and that she didn't think it was necessary to change. She expressed this thought most often during the first two-thirds of the study. She tended to express this type of belief at the same time she was making negative judgments concerning the program. An example was in October when she said:

> Personally and honestly, I don't see that this is helping any more than anything else that we've ever done. I feel more comfortable and feel like I've had more success with the way that I've always taught, because my test scores are good and my kids seem to learn.

In December, Janice reflected on a similar point by saying, "My kids have always scored well. I'm just wondering if this is going to work, if my scores are going to be what I've had in the past."

Janice explained that she had always done something that was a part of the program five times during the first third of the study. She seemed to be using these comparisons as an excuse not to change. Often when she explained what she had always done, it wasn't actually what was required in the new program. For example she said that she had always done the mystery word thing with her kids, but when she went on to

explain what she had always done, it was not the correct way to do the activity in the new program. She expressed the opinion that she had always done all four blocks. Comparisons to what she had always done did not continue past the first third of the study.

Another type of connection that Janice tended to make was to say that she had somehow combined what she had always done with the new way required in the program. For example, she explained how she was creating a list of spelling words by adding certain words suggested in the new program to her traditional lists that she had always used. She also shared the fact that she was still using workbook pages to teach comprehension even though it was not a suggested activity in the new program. As the study progressed, Janice tended to make fewer comparisons of this type.

Janice reflected that her main source of support was her peer coach. She mentioned the support of her peer coach five times during the first two-thirds of the study. In October she reflected that her peer coach had been very good to help her and that she understood more when her coach sat down to show her and to explain parts of the program. She also said that she would rather ask her coach for help than her administrators. She said:

> Basically, Connie knows more. She's more familiar with it. That's why it's easier for me. They would be there in a heartbeat if I needed them. I know that, but Connie has done this. She's put it in action. She knows.

Janice's reflective comments indicated that she relied on her peer coach and did not seek out other means of support such as the programs books for teachers until the last third of the study.

Janice's description of her behavior in the classroom changed as the study progressed. Reflections in which she provided only descriptions of activities decreased from 15 at the beginning of the study, to nine during the middle third of the study to, one during the last third of the study. Janice provided descriptions of activities mainly during group reflection/planning meetings. When Janice facilitated the meetings, she tended to focus mainly on the mechanics of how to perform an activity. The group got into deeper types of reflection when the assistant principal facilitated the group because she would ask what and why they were doing certain activities rather than calling only for detailed 'how to' descriptions. For example, during the first group meeting, Janice spent about 25 minutes leading a discussion on which words to include on a spelling list. She stated that she wasn't sure which words to use and that she was confused about whether to use the spelling words in the basal, the vocabulary words, or words from the word wall. During this discussion, she did not talk about why certain words were important for her students to spell, but was mainly concerned with the production of a list. During the second group meeting, Janice provided the following description of a word game that she had used in her classroom.

> I made up a game last year called bean-toe. There are beans everywhere you know. It's a tick-tack-toe and so they pick nine word wall words and then I just call them off at random you know and they can do up and down, diagonally, and across.

Similar descriptions were found in data from Janice 25 times, but decreased as the study progressed.

At the beginning of the study, Janice mentioned five times that she did an activity because her students liked it. As the study progressed she did not reflect as often on what her students liked and did not like.

Janice explained why her students needed certain lessons six times at the beginning of the study and four times during the middle third of the study. During her first interview, Janice told the researcher that she was doing a word activity and said, "That's very beneficial because it was some of the words that they had spelled wrong. You know commonly spelled wrong." She did not explain why she was doing certain activities at all during the last third of the study.

When asked if she had changed activities or behaviors in the classroom to better meet the needs of her students, Janice only shared one such incident during the entire study. Five times during the first two-thirds of the study, Janice mentioned that a part of the program wasn't working for her students and provided no evidence that she had tried to adapt or change the activities to meet the needs of her class. She did not mention that parts of the program were not working during the final third of the program.

Janice also reflected on how to grade her students using the new program one time during her first interview, but she did not mention grading again throughout the study. During her last interview, Janice stated that she was feeling much more comfortable with the new program and that on a scale from one to ten, she would rate herself an eight compared to a two at the time of her initial interview.

Anita

Anita was a teacher with 17 years of experience teaching kindergarten through eighth grade. She taught in four schools throughout her career. She was in her second

year teaching fourth grade at her present school. Anita did not volunteer to share reflective thoughts with the researcher unless the researcher restated or reworded questions in order to gain a response. When asked to share thoughts, Anita often responded with humor or with a statement that began with "I firmly believe." During her final interview, Anita reflected that she may have been negative throughout the study and that she was sorry because she was not usually a negative person. She explained that she had been going through a stressful time with illness in her family. She said, "but you've got to understand when we started this year and everything that has gone on in my life, I'm sure that I was Ms. Negative and I'm sorry about that, but things are getting better." Anita's responses never indicated if she was actually implementing the new program in her classroom.

Data from Anita contained 21 subcategories. Six subcategories addressed her feelings, three addressed her concerns with time, three addressed the way she had always done things in the past, four addressed support as she implemented the program, and five addressed her behavior in the classroom. Table 4 illustrates the subcategories and categories that were present in Anita's interviews, observations, and journal. Table 4 also indicates the number of times that information related to the subcategories emerged during the first third, or the beginning of the study (B); the second third, or the middle of the study (M); and the last third, or end of the study (E).

Table 4

Subcategories and Categories from Anita's Interviews, Observations, and Journal

Perspectives or concerns												Behavior in the classroom		
Feelings			Time			Comparing to past experience			Support			Description of activities		
She expressed that she liked or did not like aspects of the program.			She was concerned about time to fit everything into a day.			She said that her way had worked in the past and she didn't think it was necessary to change.			She talked about the support of a peer coach.			She provided only a description of an activity.		
B	M	E	B	M	E	B	M	E	B	M	E	B	M	E
1	0	0	1	2	1	6	3	1	2	1	1	8	1	1
She described how she was feeling about change.			She said that it was getting easier to fit everything in during the day.			She said that she had always done something that was a part of the new program (as a reason for not changing).			She said that other teachers had been a support.			She talked about doing activities because the kids or the teacher liked them.		
B	M	E	B	M	E	B	M	E	B	M	E	B	M	E
4	0	2	0	0	1	1	1	0	2	1	0	0	4	1
She expressed discomfort or doubt about whether she was doing something correctly.			She expressed concern that planning for the program took too much time.			She said that she had found a way to combine something she used to do with something she was required to do now.			She talked about the support of grade level planning/ reflection time.			She talked about doing activities with an explanation of why the students needed them.		
B	M	E	B	M	E	B	M	E	B	M	E	B	M	E
4	1	0	1	3	0	6	0	0	1	0	0	5	4	2

Perspectives or concerns												Behavior in the classroom		
She said that she was feeling better about something or experiencing less doubt.			She stated that she did not want to take the time to learn the program if it was not going to last.						She said that the program books for teachers had been helpful.			She explained how she had changed an activity to meet the needs of the kids.		
B	M	E	B	M	E				B	M	E	B	M	E
0	1	1	1	1	0				3	0	0	2	2	1
She stated a negative judgment concerning the program, without an explanation.									She talked about training sessions.			She stated that an activity was not working, without an attempt to adjust it to meet the needs of her students.		
B	M	E	B	M	E				B	M	E	B	M	E
0	1	0							0	0	1	0	0	1
She stated general a belief or philosophy that was not related to the study.														
B	M	E												
1	3	4												

Anita stated that she liked or did not like an aspect of the program one time during the study. During her first interview, Anita reflected on how she was feeling as she was required to change:

> Four Blocks since it's new and it's a different way of teaching in some respects, I think it causes some apprehension, but I think with practice and time that we'll become more comfortable with it. I can understand that this is something new and

> innovative. If I were a surgeon, I would just consider that they've got a new technology device they want to try. So I'm trying to think of it in positive terms. It's something new. Let's try it and if it helps, then great.

Anita shared similar reflections four times during her first interview and twice during her final interview.

Anita expressed discomfort or doubt about whether or not she was doing something correctly four times during her first interview, but only one time after that. In October, she said.

> Right now we're trying to figure out, well when do we do the nifty fifty words? When do we incorporate the vocabulary? How do we do this? How do we do that? When do you do this? How do you do it? There is so much information, yet we're trying to figure out which slot to put it in. When do we teach this? How do we do that? It's new to all of us. We're trying to get there as far as figuring out who, what, where, when and how. As a teacher I'm feeling overwhelmed. In a way I felt like that I'm doing a good job and then someone comes in and says, you're not doing it correctly, let's do this.

During the final two-thirds of the study, Anita shared that she was feeling more confident about what she was doing in her classroom.

Anita made only one negative statement about an aspect of the program without explaining why she felt as she did. During the middle and end of the study, Anita stated general beliefs or philosophies that did not relate to the program seven times. She often provided a lengthy explanation concerning her beliefs. Anita was taking a graduate course in leadership and often discussed something she was learning in class. For example, she

spent several minutes during her second interview discussing standards and education in Japan.

Time was a concern of Anita's as she implemented the new program. She was concerned about, "all that she had to cover," but she wasn't speaking just of the new program. She expressed the opinion that teachers have too much to cover and that they would need a longer school day in order to accomplish all that is expected of them. In December, she said:

> I just am concerned with everything that teachers are required to do. There just doesn't seem to be enough time. There are so many other factors that you have to consider besides academics. I find that you plan, plan, plan and you hope to cover just a part of what you put down and if you do then you're doing very well because there's always so much to do and so little time.

Anita was concerned with how much time it took to plan for the program. She expressed this concern four times during the first two-thirds of the program. During a group session at the end of October, Anita said, "It's taking longer and longer to do lesson plans. Have you noticed? I just line my books up and say okay, this is everything I've got to teach." She did not reflect that lesson plans were taking less time as the study progressed.

During her first interview, Anita said that she was concerned that this innovation wouldn't last. She stated:

> Now I am concerned that once this is mastered, we're going to go into incorporating a new innovative way of teaching that's completely back to where we were to begin with. Like rediscovering something over and over again. Then I'm going to be worried about how to do the traditional way, the Four Blocks

> way, with the new way, and I'm thinking, okay, here we go again. Here's something new, but I'll be glad to try it as long as it helps the students.

Anita made a similar statement in December. She was hesitant to put the time into learning the program if it was not going to last.

Anita reflected nine times during the first two-thirds of the program that her way had always worked and that she did not think it was necessary to change. For example, during her first interview she said that, "The old way has produced doctors and lawyers, and people of other professional careers. What's wrong with it?" In December, she shared why she thought she should be able to continue assigning reading a certain way, even though it was not recommended in the new program. At the conclusion of the study, Anita was no longer reflecting on the fact that there was not a reason to change.

At the beginning of the study, Anita spent a lot of time talking about ways to combine what she had always done with new components required in the innovation. She also spent time explaining how what she had always done was the same as the new requirements. For example in October, she said,

> Yes, the word wall. Years and years ago, in the 80s, I had a word wall, of course it wasn't called a word wall like it is now, but I had words up there and we would review them everyday. We were discussing on playground that we learned from the basal. We did worksheets and we were fine. This new program that they have--okay it's different, but still some of us are thinking, a little bit of both wouldn't hurt. You don't have to completely go from this way to this new method to be effective. I think that teachers just generally incorporate a mixture of the two, whether they are aware of it or not. I'm not completely leaving my old methods.

> For example, we will still write the words three times each, our spelling words, but yet we'll do the snapping and clapping too. So there's the traditional and the innovative ways and I've tried to incorporate them both.

Anita only made these types of comparisons during the first third of the study. She did not discuss her former methods of teaching at all after November.

Anita shared that she gained support from her peer coach, other teachers, books, and her grade level planning. She did not emphasize one type of support more than another and she talked about all types of support more at the beginning of the study than at the end. In October she said that she would like for someone to sit and plan with her, and that she had not had an opportunity to plan with her peer coach. She said that she liked sharing activities during group planning/reflection time because everyone was figuring out the program together, but reflected that the group usually did not get very far as they planned together. She indicated that she used her program books for teachers to plan and she suggested to other teachers that they use the phonics book to plan activities for the words block.

As Anita reflected on her behavior in the classroom, she started out by providing only descriptions eight times at the beginning of the study, followed by two times during the remaining time in the study. An example was during the group session in October when she said, " I get my words from the word wall by reviewing it each day. I just follow the same format: basal vocabulary words and reviewing the word wall by going over it."

In December and January, Anita talked five times about doing activities because her students liked them. She explained why she believed that her students needed certain

activities 11 times during the study. Most of these explanations occurred during the first two-thirds of the study. An example was when she said "I think children learn from each other by listening as long as you maintain their dignity and try to make it such that they benefit and that they are not embarrassed."

Anita also reflected five times on how she changed activities to meet the needs of her students. In December, she explained how she adapted word wall activities to meet the needs of a student with attention problems and in January she described an activity that was adapted to meet the needs of a special education student.

The researcher was never sure that Anita was providing a true picture of her thoughts concerning the innovation. The researcher often felt as though Anita was providing data that she thought the researcher wanted to hear. Glaser (1998) refers to this type of data as properline data, which he defines as,

> data which is what the participant thinks it is proper to tell the researcher. It is what participants feel they are supposed to say, no matter what reality is. They have no stake in correct description only in correct distortion. (p. 9)

Anita's answers often started with the words "we" or "teachers," rather than "I," indicating that she was not describing personal feelings. When Anita did express a personal opinion, she usually began with the words, "I believe" or "I firmly believe." She used those phrases, but avoided talking about the issues on a personal level. When asked questions requiring more personal reflection, Anita often answered with a humorous general answer. Anita spent a lot of time discussing information that she was reading about in her graduate school coursework, rather than reflecting on how she was perceiving the new program.

In summary, each of the four participants has been discussed individually. Each ones' perspectives regarding the implementation of a new language arts program has been discussed with regard to the four reflective perspectives of feelings, time, the teachers' ways of doing things in the past, and support. The effect of reflective activities on behavior in the classroom has also been discussed as well as changes in perspectives over time. Data was derived from individual interviews, observations of group planning/reflection meetings, and individual journals. Data from all three sources produced similar responses from each participant.

Common Categories

Analysis of interview and group transcripts, along with individual journals produced findings in sixteen common subcategories to address question number one: What are teachers' perspectives on change as they participate in an innovation in the form of a new program? Five of these subcategories fell within the category of feelings, three subcategories fell within the category of time, three subcategories fell within the category of the way the teachers compared the new program to things they had done in the past, and five subcategories fell within the category of support. All 16 subcategories were analyzed across time in order to answer the second research question: What are the characteristics of teachers' reflections as they participate in an innovation? Five subcategories analyzed over time addressed the third question: How does participation in reflective activities affect teachers' behaviors in the classroom as they participate in the change process? Figures 1 and 2 provide the reader with an overview of the subcategories of teachers' perspectives and reflections on change and the subcategories of behavior in the classroom, along with the categories produced by each subcategory.

Feelings	Liked or did not like something.	Talked specifically about the change process.	Stated a negative judgment concerning the program without any explanation.	Felt uncomfortable with something or doubted it was being done correctly.	Felt better about how they were doing.
Time	Time for planning.	Time to fit everything into a day.	Program may not last, so it may not be worth the time to learn it.		
Comparing to past experiences	The way I have always done it worked, so why should I change?	I have always done that.	I can incorporate the way I have always done it with the new way.		
Support	Support of a peer coach.	Support of other teachers.	Support from grade level planning/ reflection meetings.	Support from program books for teachers.	Support from training.

Figure 1. Question 1 and Question 2: teachers' perspectives and reflections on change as they implement a new program.

Description of an activity only, with no further elaboration.	Students like or teacher likes something.	Students need, or I use because.	Changed or adapted something so it would work better with their students.	Stated something does not work with no effort to adjust or try a different way.

Figure 2. Question 3: teachers' reflective comments concerning their behavior in the classroom.

Table 5 indicates the 21 subcategories by category as well as the participants whose data contained those subcategories. Participants' names are noted at the top of the table and the subcategories and categories are noted on the left side of the table. The column on right indicates how many participants noted that particular subcategory.

Table 5

Common Subcategories by Category as Reported by Individual Participants

Feelings	Mary	Wendy	Janice	Anita	No.
1	X	X	X	X	4
2	X	X	X	X	4
3			X	X	2
4	X	X	X	X	4
5	X	X	X	X	4
Time					
6		X	X	X	3
7	X	X	X	X	4
8	X		X	X	3
Comparing to past experiences					
9		X	X	X	3
10			X	X	2
11	X		X	X	3
Support					
12	X	X	X	X	4
13	X	X		X	3
14	X	X	X	X	4
15	X	X	X	X	4
16	X	X	X		3
Behavior in the classroom					
17	X	X	X	X	4
18	X	X	X	X	4
19	X	X	X	X	4
20	X	X	X	X	4
21	X	X	X	X	4

Feelings

1. Teachers said that they liked or did not like a part of the program.
2. Teachers talked specifically about the change process.
3. Teachers stated a negative judgment concerning the program without any explanation.
4. Teachers said they were uncomfortable with something or expressed doubt about whether it was being done correctly.
5. Teachers said that they were feeling better about how they were doing.

Time

6. Teachers said that planning for the program took too much time.
7. Teachers said that it was difficult to fit everything into a day.
8. Teachers were concerned that the program would not last, and learning it was not worth their time.

Comparing to past experiences

9. Teachers stated that they way they had done things in the past worked, so they did not believe it was necessary to change.
10. Teachers stated that they had always done a component of the new program.
11. Teachers explained how they could incorporate what they had always done with the new way.

Support

12. Teachers talked about the support of a peer coach.
13. Teachers talked about support from other teachers.
14. Teachers talked about support from grade level reflection/planning meetings.
15. Teachers talked about support from program books for teachers.
16. Teachers talked about support from training sessions.

Teachers' behaviors in the classroom

17. Teachers provided only a description of an activity, with no further elaboration.
18. Teachers said they used an activity because the students or the teacher liked it.
19. Teachers explained an activity by saying why their students needed it or why they used it.
20. Teachers described how they changed or adapted something so it would work better with their students.
21. Teachers mentioned that something did not work and did not make an effort to change or adapt it.

Table 6 indicates the number of times participants mentioned each subcategory during the first third of the study (B); middle third of the study (M); and the last third of the study (E).

Table 6

Common Subcategories by Category as Reported by Participants Over Time

Feelings	(B)	(M)	(E)
1	39	16	2
2	10	6	4
3	0	7	0
4	22	3	0
5	4	18	3
Time			
6	3	6	1
7	12	5	5
8	4	1	0
Comparing to past experiences			
9	12	6	2
10	6	1	0
11	8	1	0
Support			
12	10	6	6
13	3	2	1
14	7	2	1
15	9	4	4
16	0	1	3
Behavior in the classroom			
17	45	20	10
18	13	7	5
19	26	16	8
20	7	11	6
21	3	6	1

Feelings

1. Teachers said that they liked or did not like a part of the program.
2. Teachers talked specifically about the change process.
3. Teachers stated a negative judgment concerning the program without any explanation.
4. Teachers said they were uncomfortable with something or expressed doubt about whether it was being done correctly.
5. Teachers said that they were feeling better about how they were doing.

Time

6. Teachers said that planning for the program took too much time.
7. Teachers said that it was difficult to fit everything into a day.
8. Teachers were concerned that the program would not last, and learning it was not worth their time.

Comparing to past experiences

9. Teachers stated that they way they had done things in the past worked, so they did not believe it was necessary to change.
10. Teachers stated that they had always done a component of the new program.
11. Teachers explained how they could incorporate what they had always done with the new way.

Support

12. Teachers talked about the support of a peer coach.
13. Teachers talked about support from other teachers.
14. Teachers talked about support from grade level reflection/planning meetings.
15. Teachers talked about support from program books for teachers.
16. Teachers talked about support from training sessions.

Teachers' behaviors in the classroom

17. Teachers provided only a description of an activity, with no further elaboration.
18. Teachers said they used an activity because the students or the teacher liked it.
19. Teachers explained an activity by saying why their students needed it or why they used it.
20. Teachers described how they changed or adapted something so it would work better with their students.
21. Teachers mentioned that something did not work and did not make an effort to change or adapt it.

The Common Category of Feelings

The common category of feelings emerged in five subcategories.

1. Teachers reflected that they liked or did not like a part of the program.

All participants stated that they liked or did not like parts of the new program. These statements were not accompanied by further explanation of any kind, but were usually stated when the interviewer asked them how they were feeling about the new program. Mary expressed her feelings in terms of what she liked more often than the other participants. She made 21 statements such as, " I like doing the reading and I like

self-selected too." Wendy and Janice were also apt to say they liked or did not like something. For example, during her first interview Wendy said, "So again, I really like the writing block and I like guided reading as well." Janice made 14 statements such as, "I do like the activities and things. My kids like that, they like to do that."

The participants' reflections on whether or not they liked a part of the program were more numerous at the beginning of the study. As the study progressed, statements of like or dislike became fewer and were accompanied by further reflection explaining why the participant felt as she did. Throughout the study, participants made statements indicating like or dislike 39 times during the first third of the study, 16 times during the middle third, and two times during the final third of the study.

2. Teachers talked specifically about the change process.

All participants reflected on how they felt concerning the change process. All shared that it was difficult to change, especially when they were comfortable with the way they were teaching. One teacher shared that she thought anything new would cause anxiety, but that with practice and time, the teachers would become more comfortable with the program. Janice noted:

> It's hard to teach an old dog new tricks. That's the main thing. Like I said, the problem is me. It's not the program itself, it's just my ability to change. The program itself had nothing to do with that. I guess it's just me feeling like that I can change and still have the amount of success that I've had in the past.

Mary shared that learning the Four Blocks was like returning to her first year of teaching when she said:

> Well, like I said, this is my fourth year of teaching, but it sort of feels like your first year when you're starting Four-Blocks here. A two-hour chunk of your day is a large portion of your day to have to rework into something new that you're really not used to. So it's almost like starting all over again, for me. It's still confusing.

Janice further shared her perspective on how she was feeling about change:

> I'm really feeling frazzled with it. I'm kind of nervous with it. Like I said, it's all me, I know, I'm comfortable with what I'm doing and it's hard to change. I feel like where it's concerned, it's more me that anything else as far as how I've looked at it and what I've done. It's more me. I'm still resisting. Because I really feel like if I really get into it, that I will be able to do it as well as what I've done in the past, but I've got to get into it and so far I'm having a hard time really giving it 100%.

Each participant mentioned that change was difficult, but they also included the belief that they expected the new program to become easier for them as they gained experience. The number of reflections indicating concern with change decreased from ten at the beginning of the study to four at the end of the study.

3. Teachers stated a negative judgment concerning the program without any further explanation.

Two participants made negative comments about the program without any further explanation. Several times Janice said she had doubts about whether or not the program would work, but did not explain why. Anita said that she had mixed emotions about the new program.

Both participants made these comments during the middle of the study when they were still experiencing difficulty with implementation. Most of these comments were accompanied by explanations concerning the individual's former ways of teaching. It was not clear whether the participants did not approve of the program, or whether they were defending their reasons for not wanting to change.

4. Teachers said that they were feeling uncomfortable with something or expressed doubt that they were doing it correctly.

All participants expressed that they were feeling uncomfortable and that they were not sure if they were doing something correctly. Participants shared that some discomfort was a result of learning a new program along with their limited experience performing the activities and routines. Anita noted:

> Right now we're trying to figure out when do we do the nifty fifty words? When do we incorporate the vocabulary? How do we do this? How do we do that? When do you do this? How do you do it? There is so much information, yet we're trying to figure out which slot to put it in. When do we teach this? How do we do that? It's new to all of us. We're trying to get there as far as figuring out who, what, where, when and how.

Mary shared that she wished she felt more confident, and others reflected on the fact that they would probably see more improvement in student work once they felt more confident themselves. One participant said, "I just wish I felt more confident with it."

Reflective comments also indicated that participants were feeling doubt about whether or not they were actually doing something correctly. For example, Janice said,

"The only one that I really am not completely comfortable with, maybe I have the least amount of comfort with, is writing, because I'm wondering if I'm doing it correctly." Mary shared that she wasn't able to make the day flow as smoothly as she should. At one point in the study, all participants expressed that they were feeling frustrated because they weren't sure whether or not they were doing something correctly.

Feelings of discomfort and doubt dramatically decreased after the first third of the study. Participants began the study with 22 expressions of doubt or discomfort, but expressions of doubt or discomfort dropped to three during the middle of the study and to zero during the last part of the study.

5. Teachers said that they were feeling better about how they were doing.

As indicated in the data above, teachers began to feel more comfortable and confident as the study progressed. Reflections of confidence and comfort began to emerge during the second third of the study. All participants made comments such as Mary's:

> It's going really good. I think it's going really good, it's getting better. I'm much more comfortable. I don't feel like I'm having trouble with the guided reading part. I feel like I kind of understand how that works and the beginning, middle and end. It just made sense to me the way that it all fell. I had a little bit more trouble understanding how the writing went and how the words went. I'm starting to understand it a little better and it's starting to make a little bit more sense.

Janice said, "I'm a lot more comfortable with the words block. That seemed to be in the beginning the one that I stumbled the most with. It's going a whole lot better, much better."

As the study progressed, an increase in confidence was evident during the group reflection/planning sessions. Participants shared more activities and ideas with one another. They did not ask as many questions about whether or not they were doing something correctly, but were anxious to share their successes with one another.

The Common Category of Time

The common category of time emerged in three subcategories.

1. Teachers said that planning for the program took too much time.

Three out of four participants were concerned with the amount of time that it took to plan for the new program. Participants said that planning was taking more time because they were not familiar with the program and because they did not have the reading basal as a resource. During a reflection/planning session in October, two teachers discussed the fact that lesson plans were taking longer to complete. One teacher said that it took her two hours to complete her plans. Others said that planning was overwhelming because there were so many pieces to put together.

The participants were more concerned about time for planning during the first two-thirds of the study. By the end of the study, comments such as the following by Janice indicated that planning had become more routine and easier to accomplish.

> Planning is going much better because I know the format of what I'm going to do. I'm throwing in different things, but I know exactly that I'm going to review the word wall words everyday. I know that I'm going to either click, clap, snap, stomp, or whatever I choose. I know I'm going to do a brand name phonic. I'm going to do mystery word or I'm going to pull out the little bags with the letters and I'm going to do the making words game. On Fridays our treat is we play

> Bingo. I play that with them. So I know what I've got to do. In the reading I know that we're going to work on the story. We're going to talk about it and look for word wall words in what we're reading. We're going to do some little mini-lesson with it. I know more what to do. I know more of what I have to do now. It's going, I think, better. I usually sit down with my lesson plan, it will take me 30 to 45 minutes for my lesson plans because I'm looking for stuff and you know what I'm going to do. But it goes real well. I've got it all worked out and I just go down the column with what I'm going to do.

There were nine comments concerning time for planning during the first two-thirds of the study and only one such comment during the final end of the study. When asked during their final interviews, all participants said that planning had become easier for them.

2. Teachers said that it was difficult to fit everything into their day.

All participants expressed concern with the limited amount of time in the day. They reflected that the new program had too many components to accomplish during the school day. Anita reflected that:

> You've got all the other subjects that you've got to cover and then we come in calling something Four Block. Okay, where are we going to put this and how are we going to do it and there just seems not to be enough time in the day.

Mary said that she was feeling, "stressed and rushed by trying to get it all in."

As some participants reflected on time, they were concerned that they didn't have time to implement the new program and continue other activities that they felt had been effective in the past. For example Wendy stated:

> Again with Four Blocks there is little time for paper and pencil time. I'm not a worksheet teacher. I don't believe that by any means, but drill is important. There are several students of mine also who will not get any help at home. I'm their sole source of help and I do feel that the time that I did have to allow them to do some things in class is no more because of the other things that are in the Four Block and there are other things that need to be done and while you're conferencing you can certainly cover some things, but that is a concern. I guess really the only way to eliminate that is to extend the day and make it longer which I would be willing to do, but I don't know how everybody else would feel about that.

Concerns with time to fit in all parts of the program during the day diminished as the study progressed, although some participants continued to express concerns in February. Mary explained how she was learning to fit the program's components into her day when she said:

> It runs a little smoother the more times you do it. It doesn't take you as long to get ready or explain the activity. Like making words, they know what the process is going to be. They know that they're going to have to get their strips and cut the letters out and throw their strips away and put their scissors up before we can start. Just once they understand what we're going to have to do each time then it just goes a little faster which helps with the time quite a bit.

The participants reflected that time in the day was a concern 12 times during the first third of the study, followed by five times during the middle of the study, and five times in January and February.

3. Teachers were concerned that the program would not last and learning it was not worth their time.

Three out of four participants said that they were hesitant to invest the time in learning the program because they did not think that it would last. All three participants voiced this concern at the beginning of the study and one participant shared the same concern again during the middle of the study. Janice noted:

> The only thing that I think about is well, once I get all this and I have everything all down what's coming down the road that we're going to do again? I think that. That kind of bothers me, because this requires so much time. I've been working in education about 17 years as far as being a paraprofessional and teaching and all. I've seen so many things change and I've got this wondering thought in the back of my mind. Well, how long is this going to work and when are we going to change again? I guess that's one thing that bothers me, because to do this right, it requires a lot of time and a lot of work and making things and using things and you hate to think that I'm going to get all of this and then two years down the road they're bringing something else in that's going to require even more work.

Mary and Anita also expressed similar concerns. Anita said, "I am afraid that by the time we get comfortable with it, somebody is going to discover a new wheel and we're going to start going in a totally different direction."

Once the participants were feeling more comfortable with the program, their comments no longer indicated that they were concerned with the how long it would last.

The Common Category of Comparing to Past Experience

The common category of comparing to past experiences emerged in three subcategories.

1. Teachers stated that the way they had done things in the past worked, so they did not believe it was necessary to change.

Three out of four participants expressed the belief that because what they did in the past worked, it was not necessary to change. The three who expressed this opinion were the participants with 10 or more years of experience. Mary, who had four years of experience and who was new to the system, did not express similar concerns.

The three participants all mentioned the use of the reading basal as they reflected on their past teaching experience. During a group planning meting, Anita said, "The way I see it, the basal has had teams of people working to compose that book, so I like to follow it because I know what I've covered and what I haven't covered." Wendy said, "I do feel that the basal does have a purpose and is important, otherwise teachers kind of have to reinvent the wheel, so to speak." Janice expressed a similar belief when she said:

> I think with the Four Blocks, you don't rely on your basal as much. That's my thing. I was trained to use this book. You use this, and this, and this, and this is what you teach.

All three participants shared that they had been successful using the basal and they did not think that it was necessary to add additional types of instruction with their students.

At other times, the participants reflected on their achievements in the past. Anita said, "The old way has produced doctors and lawyers, and people of other professional careers. What's wrong with it?" Janice expressed similar thoughts when she said,

> Personally and honestly, I don't see that this is helping any more than anything else that we've ever done. I feel more comfortable and feel like I've had more success with the way that I've always taught, because my test scores are good and my kids seem to learn.

Twelve comments on the effectiveness of past methods occurred during the first third of the study. During the middle of the study, participants reflected on past methods six times. Past methods were mentioned twice during the final third of the study.

2. Teachers stated that they had always done a component of the program.

Half of the participants in the program reflected on the fact that they had always done certain components of the program. Some of their comparisons were not accurate as far was what was expected from the new program, and were given as an excuse for not incorporating the new methods. For example, when Janice explained a word game that she had always done, it was not done according to instructions included in the new program and Anita's explanation of writing conferences did not accurately fit into the new program.

Both participants explained how they had always done something several times during their first interviews and early group sessions. During the middle and end of the study, they each referred to something they had always done one time. An example was when Anita said, "Yes, The word wall. Years and years ago, in the 80s, I had a word wall, of course it wasn't called a word wall like it is now, but I had words up there and we would review them everyday." Janice made similar statements such as "Well, I've always done the mystery word thing with the word. I've always done that with my kids." "A lot

of what we do in guided reading, I had already been doing anyway, but it was not Four Block."

3. Teachers reflected on how they could incorporate what they had done in the past with the new way.

In addition to defending the way they had always done something, and saying that they already did parts of the program, three participants reflected on how and why they should incorporate their past methods with the new methods required in Four Blocks. Anita expressed herself by saying, "I don't see any harm in incorporating the old traditional ways of teaching along with the new ways." Janice provided the following example:

> You don't have to give up your worksheets as much. I just pick and choose now. I never have been a real purple passion person anyway, but there were just certain things that I liked to use and I can incorporate those into what I'm doing with my mini-lessons and whatever other activity that I want to do.

The teachers in the study reflected on how they were incorporating parts of the program with their former ways of teaching most often during the first third of the study. As with the other themes in this category, teachers did not reflect on combining methods after the first third of the study.

In summary, teachers' reflections which sought to defend, compare, or combine their former methods were less evident as they became more accustomed to the methods required in the Four Blocks.

The Common Category of Support

The common category of support emerged in five subcategories.

1. Teachers talked about the support of a peer coach.

All participants reflected on the support of their peer coach as they learned to implement the Four Blocks. The support of the peer coach was mentioned more often than any other type of support and all participants stated that the peer coach provided the greatest amount of support on a continuous basis. As Wendy reflected on support provided by her peer coach, she made the following statement:

> Connie is, in my opinion, a Four Blocks expert. One Friday, she stayed late with Janice, Trish, and me. And that has really helped me, it really has. I mean to implement other things into the blocks, such as different activities on the back that can be incorporated in the Words Block. She's very helpful. She really is. She's incredible!

Mary shared the following experience with the researcher:

> I got to go see Connie last week. I've seen her do writing a couple of times and that has really helped. I knew it would. I knew if I saw somebody do it I would be like oh, okay. I'm very visual, so all I needed to do was to see somebody a couple of times. That really helped a lot.

Janice indicated that her peer coach was credible because she was successfully teaching the program in her own classroom:

> Basically, Connie knows more. She's more familiar with it. That's why it's easier for me. They would be there in a heartbeat if I needed them. I know that, but Connie has done this. She's put it in action. She knows. If I have a question, I go to Connie. I go to Connie because Connie knows how to do it. She hasn't read about it, you know, just read about it. She knows how to put feet on it. As far as

> I'm concerned, she's probably, our specialist here with Four Block. Connie will stop and help you anytime you have a question. She has been my biggest support.

Support from a peer coach was reflected on throughout the entire study. Every teacher referred to the fact that their peer coaching experience was an ongoing process that would continue to support them for the remainder of the year.

2. Teachers talked about support from other teachers.

Three out of four participants mentioned support from other teachers in the school. They were referring to teachers other than themselves or their peer coach. Teachers reflected on the fact that they liked to plan with other teachers and talk informally with others who were implementing the program. They mentioned support from teachers who had more years of experience with the program as well as teachers who were currently learning the program. Mary reflected on support from other teachers learning the program when she said:

> The thing that helps me the most is having other teachers that feel like I do. Luckily everybody here, especially the upper grades here, they've only been implementing Four-Blocks, I think they started in January of last year, so they only got a five month jump on me. So that I know there are others feeling like I'm feeling and that helps. I think I would feel much more self-conscious if I were moving into a school that had it implemented for several years now and I was the new kid on the block.

Participants felt that lower grade teachers provided examples of successful Four Blocks' classrooms, but they referred to success in lower grades as more of an inspiration than a place to go for support.

Participants reflected less on support from other teachers in the school as the study progressed and as formal support from their peer coach increased.

3. Teachers talked about support from their grade level planning/reflection meetings.

All participants talked about support from their grade level planning/reflection sessions. Comments on these sessions were more positive toward the beginning of the study than they were during the middle and end of the study. During initial interviews, all participants made comments similar to Anita's:

> I am a firm believer in planning, all of us fourth grade teachers planning together. Because putting five heads together, well six including the assistant principal, is rewarding in that we know what the others are doing and are we doing this correctly. Because I want to know, when did you do this block, or how did you do this block? What kind of chants are you doing? How are you implementing this? What problems are you finding? What strategies work? I think with all of us brainstorming it would be much more effective in implementing something that we're all trying to get a grasp of.

Participants mentioned their group planning/reflection sessions seven times during the first third of the study.

As the study progressed, the participants mentioned their group planning/reflection time less often and in a less positive manner. As Wendy reflected on group sessions in December, she said, "I want to stick to the subject and sometimes that doesn't happen. It's really hard for me to get a lot out of it." Janice expressed the belief that the group planning sessions may have been more beneficial if a member of the group had been

experienced with the new program and, that it was sometimes hard to accomplish much as they planned together.

As an observer in the group sessions, the researcher noted that the group often had difficulty focusing and accomplishing their goal of reflecting on the program and planning together. The group often spent long chunks of time discussing details such as what kind of cards to use for a word game or which stories they liked in the reading basal. On the days that the assistant principal attended the meetings, she acted as a facilitator and encouraged reflection by asking specific questions. For example, at one meeting after the teachers spent about approximately 10 minutes discussing the mechanics of how to play a certain word game, the administrator asked the teachers to talk about what the students were learning from the game, and how their learning was transferring to their writing and reading. The researcher noted in her field notes that the administrator prompted the teachers to reflect rather than simply planning for the next day's lesson.

4. Teachers talked about support from the program's books for teachers.

All participants reflected on the support of the program's books for teachers. Participants were given two books when they were initially trained to teach the Four Blocks. One book described how to do the program in grades four and five, and the other was a book of activities for teaching the word block. Participants said that they used the words' book more than the book for upper grades and that they used it more toward the beginning of the study. Some of the participants reflected on the fact that since they were no longer planning from their basal, it was practical to use the word's book for planning. Mary's reflection on how she used the books for support represents how the participants felt about their books. In October, Mary talked about taking her books home everyday.

She said, "If I'm going to write a plan, I've got to have the book to look at still." By December, Mary said that she didn't need to use her books every time she planned because she had made "cheat sheets" that she kept in her lesson plan book.

As participants reflected on support from their word's book at a group meeting, Wendy said:

> Everything's in here (held up her book). I'm really trying. The thing is that I thought I had misplaced this book because it turned out that Janice had it and I was really upset. I couldn't find it, but I found it and I pretty much do, try to do, pretty much what's in here.

Janice responded by saying:

> Well, I don't know about you all, but I personally think. I just go by the book too with the activities and I mean it gives us an outline of everything that we need to do and so I basically for my lessons, use it quite a bit.

Dependence on the books for support continued throughout the study, but decreased as the study progressed. Participants mentioned the support of their books nine times during the first third of the study, four times during the second third, and four times at the end of their study.

5. Teachers mentioned the support of staff development training session.

Every participant mentioned the training sessions they attended as they began the new program. Participants made no reference to the support of their training until the middle of the study and most reflection on training took place at the end of the study. Participants all agreed that the training sessions did not provide as much support as peer coaching and the use of the programs books for teachers. Mary expressed the feelings of

the group when she explained that she was the type of person who got more out of seeing something than just hearing somebody talk about it. Janice reflected on her reaction to her first training session:

> But when we first started this, the first time that I ever went to a Four Blocks meeting was year before last. We went to a meeting at the college for like two hours and its was just like 'hey Rob' to me. She knew exactly what she was doing, but yet it was like I was learning a whole, I'd never seen, a different language or something.

All reflections on training sessions were made in the context of comparing the effectiveness of different types of support.

The Common Category of Teachers' Behaviors in the Classroom

The common category of teachers' behaviors in the classroom emerged in five subcategories.

1. Teachers provided only a description of an activity.

All participants sometimes reflected on activities in the classroom in terms of a description only. These descriptions of what happened were not accompanied by further explanation of any kind. It was as if an outside observer recorded only what was seen in the classroom. These descriptions occurred in all data sources, but were predominately evident in the group planning/reflection sessions and the journals.

Participants had the following discussion at a group meeting in December:

> Janice: This morning we did our chants and we did our word wall words. I usually try to do chants during the word block on Monday. Do you have any pattern that you do yours in?

Mary: I do it everyday.

Janice: Yeah, well I do the chants at least twice a week if not three and then move on to something else.

Wendy: That's what I do.

When asked what parts of the program they were using in their classrooms, participants often responded with only descriptions at the beginning of the study. As the study progressed, participants began to add more explanations to their answers. Descriptions, without any explanation, occurred 45 times during the beginning of the study, 20 times during the middle, and 10 during the final third of the study.

2. Teachers said that they used an activity because the students or the teacher liked it.

All participants described activities in terms of whether or not the students or the teacher liked or did not like them without further reflection or explanation. When asked to reflect on activities that they were doing in the classroom, participants described activities and added comments such as, "they like that," "they really enjoy that," and "that's their favorite." For example, Mary said, "I did this really neat game with mine this morning and they loved it." Anita replied with the comment, "and they really like to draw cartoon illustrations of their vocabulary words." Teachers often noted in journals that they would do something again because their students enjoyed the activity.

Explanations provided in terms of likes and dislikes occurred most often during the first third of the study, but decreased as the study progressed. Thirteen such statements were expressed during the first third of the study, seven during the middle third of the study, and five during the final third of the study.

3. Teachers explained an activity in terms of why their students needed it or why they used it.

Teachers described some activities in terms of why their students needed them or why the teacher chose to use them. An example was Mary's explanation of why her students benefited from reading with a partner:

> I think it helps them because if they're just reading in front of one person instead of the whole class and they make a mistake, it might be a good friend of theirs and the friend might say, Oh, you know that word that word is so and so and so and so. Instead of me in front of the whole class having to say the words for them. I think it's less threatening.

Some participants provided explanations of why students needed certain activities in order to explain why they were teaching something differently than was suggested in the program. For example, Janice explained why she was still using workbook pages during guided reading:

> I'm using, I'm taking at least one of the comprehension sheets out of the practice book. I'm taking a minimum of one for them to do. I always do the vocabulary page because I want them to understand that vocabulary and the meaning of the word.

Wendy reflected on why she was teaching grammar in the words block instead of the writing block, as suggested by the Four Blocks:

> I've heard, and several people say, that we should teach grammar when we write, but I think it's appropriate to teach grammar in some of the word blocks as well. I have started doing that as a part of my word block because there are so many

grammar skills and again that does tie in with writing, but I also think you can be more specific with teaching a certain concept if you tie it into the word block.

Descriptions of activities accompanied by explanations of why the students needed them, occurred 26 times during the first third of the study, 16 times during the middle third, and eight times during the final third of the study.

4. Teachers described how they changed or adapted something so it would work better for their students.

Every participant described how they had changed or adapted something so it would work better for their students. The majority of these explanations occurred during the middle third of the study. Mary talked about planning lessons based on weakness in her students' work:

> I finally figured out that when you read their writing and you look at what they are doing in their writing, you can get spelling words from that. They were messing up a-r-e and o-u-r. I noticed it in some of their writing, so last week I put them on the spelling list.

Another participant described how she modified a lesson for a special education child in her classroom.

Reflections that included explanations of how the teacher adapted or changed a lesson to meet the needs of her students occurred seven times during the first third of the study, 11 times during the middle third, and six times during the final third of the study.

5. Teachers mentioned that something did not work, without making an effort to change or adapt for their students.

All participants shared that some part of the program wasn't working without any further reflection on why or on how to make it better. Most of these comments occurred during the middle third of the study. A participant shared that fact that she did not believe that the program was working better than other things she had done in the past. She said that her slower students were not making progress using the lessons from the Four Blocks. When questioned further about what she had tried with her slow students, she could not think of anything to share. Another participant shared the fact that writing conferences were not working with her students, but later admitted that she had not begun to conference.

Even though all participants made comments criticizing the program, most comments criticizing the program came from one participant. Most of these comments were made during the middle third of the study. Three of these comments were made during the first third of the study, six during the middle third, and only one during the final third of the study.

Themes

The following themes were derived from the five common categories present in the data.

Teachers search for ways to hang on to what they are comfortable with as they implement a new program. Teachers involved in the implementation of a new program sought for ways to hang on to methods and behaviors that were routine and comfortable. These connections to past experiences were expressed in three ways. Participants reflected on why their past methods were better than those required in the new program, that they had always done a part of the program, or that they had found a way to combine their

former methods with new methods. As they were asked to change, the teachers felt as though they were being asked to give up their sense of craft and expertise. They were concerned with how the innovation would effect them personally and what they would have to do differently as they were required to change.

Teachers' concerns with giving up their former methods became less over the time of the study. Teachers expressed such concerns 26 times during the first part of the study, eight times during the middle third of the study, and twice during the last third of the study.

Teachers desire support that is continuous and collaborative in nature. Support was the most predominant theme throughout the study. All participants spent significant amounts of time reflecting on support as they implemented the new program. The most effective form of support as the participants implemented the new program was peer coaching because it provided continuous and collaborative assistance. The participants appreciated the opportunities to observe their peer coach and plan with her throughout the study. Strategies were more likely to be implemented after sessions with the peer coach.

The peer coach was respected and found to be helpful because she possessed the qualities of being trustworthy, available, and supportive. Her years of experience made her credible and she was viewed as being nonjudgmental.

Teachers become less concerned with issues of time as they become accustomed to a new program. All participants expressed concerns about time as they implemented the new program. They were concerned with having enough time to fit the required activities into their day, time for planning, and whether or not it was worth the time to learn the program.

As the study progressed, participants' issues with time improved. Lesson plans required less time to complete and more activities were completed during the school day. During the first third of the study, time was mentioned as a concern 19 times, as opposed to six times during the last third of the study. All participants reflected that time was no longer a problem for them during their final interviews.

Early concerns with time indicated that reflective behaviors were somewhat hierarchal, with time being a low level of reflection. As levels of reflection deepened, concerns with time were no longer evident.

Reflective activities are more effective when a skilled facilitator is involved. As the data was examined in this study, it became evident that deeper levels of reflection occurred when there was a facilitator involved in the discussion. When the assistant principal attended group meetings/reflection sessions, she asked questions that encouraged reflective thought. When she was not present, participants tended to focus on the mechanics of the program such as time, materials, and descriptions of activities. For example, at one meeting after the teachers spent approximately 10 minutes discussing the mechanics of how to play a certain word game, the administrator asked the teachers to talk about what the students were learning from the game, and how their learning was transferring to their writing and reading. During interviews the researcher found that participants were not likely to reflect on deeper levels unless she continued to probe for more information by asking additional questions.

A review of individual journals indicated that participants did very little reflecting on their own. Most of the comments recorded in journals were very brief.

The presence of a facilitator challenged the teachers to think on deeper levels than they were apt to achieve on their own.

Levels of reflective behaviors increase as teachers go through the process of change. The teachers in this study tended to focus on lower levels of reflection during the first third of the study. Most of their reflective thoughts focused on the mechanics of the program, such as time or the steps in an activity, as the study began. During the first third of the study, 45 descriptions of activities were provided without further elaboration and 13 activities were described with only the explanation that the students liked it. As the study progressed, the teachers began to add explanations such as why their students needed the activities, what their students were learning from the activities, or how the teacher had adapted the activity to meet the needs of her students.

As teachers in this study changed, they moved from simple descriptions to descriptions with explanations of what the students were learning and how the activities had been adapted to meet the needs of their students.

Based on the data, 21 common subcategories were determined and then clustered into five common categories. These common subcategories and categories were supported by data and discussed with regard to teachers' perspectives on change as they implemented a new program, to the characteristics of teachers' reflections as they participated in an innovation, and to teachers' reflections of their behaviors in the classroom and how perspectives and behaviors changed over time. This chapter discussed individual findings, along with common subcategories, categories and themes with regard to teachers' perspectives on change, the characteristics of their reflections, and reflections on behaviors in the classroom.

CHAPTER 5

SUMMARY, DISCUSSION AND IMPLICATIONS

The purpose of this study was to describe the reflective perspectives of teachers who were not new to the classroom as they implemented a new program. This research was conducted in order to answer the following research questions: What were teachers' perspectives on change as they participated in an innovation in the form of a new program? What were the characteristics of teachers' reflection as they participated in an innovation? How did participation in reflective activities affect teachers' behaviors in the classroom as they participated in the change process?

This chapter presents a summary of the study. Discussion and implications for further research and practical implications, based on this study, are then presented, followed by a commentary.

Summary of the Study

A grounded theory research design was used to study the perspectives of four teachers as they participated in an innovation in the form of a new program. Three in-depth, face-to-face interviews were conducted with each teacher utilizing the initial guiding questions:

1. Describe your experiences implementing the Four Blocks Literacy Program in your classroom. Have you found anything useful in terms of strategies or concepts?

2. How have your opportunities to plan and reflect with your peers influenced or changed your values and beliefs about change or reflection? What are your values and beliefs about teaching?
3. How have your personal solo reflections on the implementation of the Four Blocks in your classroom and your experiences planning and reflecting with your peers influenced your opinion of the Four Blocks and your practice in the classroom?

In addition to interviews, participants were observed as they participated in five group planning/reflection sessions, and documents in the form of personal journals were examined.

Teachers' perspectives and reflections on change as they participated in an innovation focused on the four categories of feelings, time, past ways of teaching, and support. The perspectives and reflections of participants implementing a new program changed over time. The teachers' feelings about the program became more positive over time. The teachers were less concerned with time as they became accustomed to the new program. Each participant found it easier to give up her former ways of teaching over time, and teachers required different types of support over time. As the participants' perspectives changed over time, deeper levels of reflection occurred concerning their behavior in the classroom. It was not clear whether the opportunities for reflection caused changes in the teachers' behaviors or whether their changing perspectives caused the changes.

Research Design

Data collection began in October of 2001. Data consisted of three in-depth interviews with each participant, observations and transcripts of five group reflection/planning meetings, and a review of individual journals. Initial interview questions were guided by the following questions:

1. Describe your experiences implementing the Four Blocks Literacy Program in your classroom. Have you found anything useful in terms of strategies or concepts?
2. How have your opportunities to plan and reflect with your peers influenced or changed your values and beliefs about change or reflection? What are your values and beliefs about teaching?
3. How have your personal solo reflections on the implementation of the Four Blocks in your classroom and your experiences planning and reflecting with your peers influenced your opinion of the Four Blocks and your practice in the classroom?

Constant comparative analysis was used as codes were established and subcategories emerged which were then collapsed into common categories. Themes were then derived from an examination across all categories.

The guiding theoretical framework used to shape the research and to inform the researcher's interpretation of the findings was symbolic interactionism. Symbolic interactionism is defined as, "activity in which humans interpret each other's gestures and act on the basis of meaning yielded by interpretation" (Blumer, 1969, pp. 65-66). The researcher, using the components of symbolic interactionism, determined and analyzed the

perspectives of teachers as they participated in a change initiative in the form of a new program, and as their behavior in the classroom changed. Perspectives were analyzed to determine if they changed over time as participants reflected individually and with one another throughout the change process.

Two levels of findings were noted and discussed in Chapter 4. These two levels included individual findings and common group categories. Data from four participants produced individual findings from which sixteen common subcategories were established to address the first research question: What were teachers' perspectives on change as they participated in an innovation in the form of a new program? Five subcategories fell into the category of feelings, three subcategories fell into the category of time, three subcategories fell into the category of comparing to past experience, and five subcategories fell into the category of support as they implemented the new program. In addition to the subcategories mentioned above, five common subcategories were established to address the third research question: How did participation in reflective activities affect teachers' behaviors in the classroom as they participated in the change process? All categories were analyzed over time to answer the second research question: What were the characteristics of teachers' reflection as they participated in an innovation? Discussion and implications with regard to further research and practical applications were determined based on the findings at those two levels.

Conclusions and Discussion

This study contributes to the current literature on levels of reflection (Hatton & Smith, 1995; Sparks-Langer & Colton, 1991; Van Mannen, 1977; Zeichner & Liston, 1990), concerns with change (Hord, et al., 1987), and transformational learning (Mezirow,

1990, 1991, 1997) by recognizing the relationship between levels of reflections, types of concerns as teachers are required to change, and how those reflections impact teachers' learning and practice in the classroom.

The results of this study have shown reflection to be a valid technique in assisting teachers who are not new to the classroom as they go through the change process. As concerns were addressed in reflection sessions, types of concerns and levels of reflection both moved along a hierarchy toward higher levels. Hord et al. (1987) reported that stages of concern during the change process are generally developmental in nature, moving from concerns with self, to concerns with task, to concerns with impact. As teachers were given opportunities to reflect, they became less concerned with issues of self and task, and more concerned with the impact on their students.

Several researchers in the field of reflective thinking (Hatton & Smith, 1995; Sparks-Langer & Colton, 1991; Van Mannen, 1977; Zeichner & Liston, 1990) have developed frameworks of hierarchical reflective thought. Each framework illustrates the movement from concern with the technical to concern with moral and ethical issues involved in reflection. As teachers in this study changed, they moved from simple descriptions to descriptions with explanations of what the students were learning and how the activities had been adapted to meet the needs of their students. Changes in the participants' levels of reflection matched the hierarchical reflective levels described by Sparks-Langer and Colton (1991).

This study demonstrated that types of reflection which include a facilitator produce deeper levels of reflection. The participants in this study identified their peer coach as their most valuable type of support. Opportunities to reflect with a peer coach provided new

learning experiences for the participants and had a significant effect on their behavior in the classroom. Participants in this study were more likely to understand and use certain strategies after sessions with their peer coach (Joyce & Showers, 1982). Joyce and Showers (1995) report that for transfer of training to occur, collaborative relationships must be available for teachers to solve implementation problems.

> The programs that build into training and follow-up of training opportunities for collegial work on the mastery and use of innovative practices and content contribute not only to the individual competence of teachers participating in them but also build their sense of membership in a profession. Furthermore, teachers who assume a proactive stance in relation to self-help peer relationships appear to gain much more from such programs than do teachers who merely 'submit' to them. (Joyce & Showers, 1995, p. 116)

Reflection opportunities with other skilled facilitators such as the researcher or the assistant principal also produced deeper levels of reflection throughout this study. Without companionship and help in reflecting on practice, most people can make very few changes in their behavior (Joyce & Showers, 1995). The presence of a facilitator challenged the teachers to think on a deeper level, or as Glickman (1995) stated, teachers "must be challenged to discuss the whys and hows of what they do" (p. 11). Blase and Blase (1998) reported that principals can have a dramatic effect on the reflective capacities of teachers by initiating dialogue which includes encouragement, feedback, and questioning about instruction. Osterman and Kottkamp (1993) described an effective facilitator for reflective practice as one who inquires, listens, reflects, and questions as they engage individuals in a challenging learning process.

An analysis across all themes in this study revealed that there was a progression of types of reflective behaviors and concerns evident in each theme. The analysis over time revealed that teachers progressed from concerns and with self and reflection on the mechanics of the program, to concern for the students and reflection on whether or not the program was meeting the needs of their students. This progression over time supports the research on levels of reflection and concerns with change, but it goes a step further by highlighting the relationship between the two.

In summary, this study revealed that levels of reflection change along with concerns as teachers implement a new program. Opportunities for reflection provide a valid means to address concerns. As teachers interact and reflect on their thoughts and concerns during the change process, new learning occurs, which impacts behavior in the classroom. The results of this study have shown reflection to be a valid technique in assisting teachers who are not new to the classroom as they go through the change process.

Implications

The implications of this research on the reflective perspectives of teachers as they implement a new program include suggestions for further research along with suggestions for practice. Suggestions for further research will be discussed in this section, followed by implications for staff development and supervision.

Implications for Further Research

"Without companionship, help in reflecting on practice, and instruction on fresh teaching strategies, most people can make very few changes in their behavior, however well-intentioned they are" (Joyce & Showers, 1995, p. 6).

The trend in school improvement has recently begun to focus on the examination and improvement of classroom practice and student work. New programs are being designed that encourage teachers to work in collegial groups to analyze classroom practices and student work (Bambino, 2002; Glickman, 2002; Schlechty, 2001; Stiegler & Hiebert, 1999). The impact of collegial, reflective groups on practice in the classroom and the quality of student work might be a topic for further study. Does classroom practice change or improve as a result of such programs? Does the quality of work given to students improve? Does the quality of work generated by students improve?

Glickman (1998, 2002) proposes the use of different types of supervision for different individuals and purposes. Further study could include the use of different types of supervision to meet varying levels of concern as teachers implement innovations within their schools. Do supervision activities designed to addresses teachers' concerns with innovations assist teachers as they participate in the change process? Do teachers need different types of supervision to match their changing concerns about an innovation?

The results of this study also suggest that different type of personalities respond more positively to certain types of reflective activities. Further research could include the use of differing types of reflective activities to meet the personalities or preferences of the teachers. What personality factors correspond better to which methods of reflective models of supervision and staff development? Do individual teachers feel more comfortable with certain types of reflective activities? When matched, or given a choice of reflective activities, do teachers reflect on deeper levels, and how does this effect their behavior in the classroom?

Implications for Staff Development and Supervision

The implications of this study for staff development and supervision are many. Reflection as staff development provides both ongoing support for teachers as they are required to change, and a way to examine and improve their practice.

> When teachers are well informed-by learning theory and relevant research, as well as by careful reflection on their own experiences-they can make confident decisions about teaching practices. And one of the most powerful approaches to developing this kind of confidence is ongoing professional conversation among colleagues, built into a school's professional development expectations for staff. (Routman, 2002, p. 32)

The implications for supervisors and staff developers include the need to be aware and sensitive to concerns of teachers' as they are required to implement change. Supervisors and staff developers must understand concepts of reflection and change. They must know how to facilitate and encourage reflective activities such as peer coaching, mentoring, and study groups. Their own professional lives should be a model of reflective thought as they collaborate with teachers. The findings of this study suggest that supervisors and staff developers would benefit from focusing on supporting teachers as they search for ways to make connections to their past experiences, seek continuous support, and look for time to learn and implement a program. Each of these types of support and the implications for administrative support will be discussed.

As teachers begin an innovation, they search for ways to make connections to their past experiences and to hold on to their comfortable methods of teaching. Supervisors and staff developers might provide opportunities for teachers to make connections. Teachers might be encouraged to examine and compare their methods with new methods

required by an innovation. Similarities and differences might be honestly discussed and continuously evaluated in a collaborative manner.

Teachers desire continuous collaborative support as they implement a new program. Supervisors and staff developers must make support available to teachers by creating a climate of trust and collegiality. Supervisors and staff developers must structure their schools to provide reflective activities for teachers.

As teachers implement new programs, supervisors and staff developers must schedule time for teachers to collaborate and learn from one another. Common planning time, release time to observe colleagues, and early dismissal days are some of the ways that supervisors can assist teachers in finding time to reflect and learn.

In summary, the implication of this research is that participation in reflective activities assists teachers in identifying and addressing personal concerns as they are required to implement change. For supervisors and staff developers, the implications suggest that by addressing the concerns of teachers as they implement change, teachers will experience success as they strive to provide the best possible classroom experience for their students.

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APPENDIX A

CODING CHARTS

Table A1

Coding Chart

Code	Wendy	Mary	Janice	Anita
MWB	xxx		xxxxxxx	xxxxxxxxxx
ALS			xxxxx	xx
CU		xxxxxx		
DBW		x	xxx	xxxxxx
HF		x		
DMO	xxxxxxxxxxxx	xxxxxxxxxxxxxx xxxxxxxxxxxxxx	xxxxxxxxxxxxx xxxxxxxxxxxx	xxxxxxxxxx
L	xxxxxxx	xxxxxxx	xxxxxx	xxxxx
NB	xxxxxxx	xxxxxxxxxx xxxxxxxxxx	xxxxxxxxxx	xxxxxxxxxxx
ADP	xx	xxxxxxxxxxxxxx xx	x	xxxxx
NWNC	x	xxx	xxxxx	x
GR			x	
PC	xxxxxxxxxx	xx	xxxxxxxxxx	xxxx
OT		xxxxxx		xxx
GP	xxxx	xxxx	xxxx	x
BKS	xxxxx	xxxxxxx	xx	xxx
TRN	x	x	x	
ADM		x	x	
PT	xx	x	xxxx	xxxx
TD	xxxxxxx	xxxxxx	xxxxx	xxxx
WL		x	xx	xx
HTLQ			x	
SCH		x	xxx	
LDL	xxxxxxxxxxxxxx xxxxxxx	xxxxxxxxxxxxxx xxxxxxx	xxxxxxxxxxxxxx	x
CH	xxx	xx	xxxxxxxx	xxxxxx
JP			xxxxxx	x
UNC	xx	xxxxxxxx	xxxxxxxxxx	xxxxx
DB	xxxx	xxxxxxxxxxx	xxxxxxxx	xx
KS		xx		
PE	xx			x
OGP	xx	x	x	xxxxxxxxx

Note. MWB = my way better; ALS = I have always done that; CU = comparing for understanding; DBW = want to do both old and new together; HF = hard to forget old

ways; DMO = description of mechanics only; L = like; NB = need or use because; ADP = adapted to work better; NWNC = not working/no change; SCH = schedule; LDL = like/do not like; CH = change process; JP = judgment of program; UNC = uncomfortable; GR = grading; PC = peer coach; OT = other teachers; GP = grade level planning; BKS = books; TRN = training; ADM = administration; PT = planning time; TD = time in day; WL = will not last; HTLQ = hard to learn quickly; DB = doing better; KS = kids stressed; PE = past experience and beliefs; OGP = other general philosophy.

Table A2

Responses Over Time

Code	Beginning of study	Middle of study	End of study
MWB	12	6	2
ALS	6	1	0
CU	6	0	0
DBW	8	1	0
HF	1	0	0
DMO	45	20	10
L	13	7	5
NB	26	16	8
ADP	7	11	6
NWNC	3	6	1
GR	1	0	0
PC	10	6	6
OT	3	2	1
GP	7	2	1
BKS	9	4	4
TRN	0	1	3
ADM	2	0	0
PT-	3	6	1
PT+	0	0	3
TD -	12	5	5
TD +	0	2	5
WL	4	1	0
HTLQ	1	0	0
SCH	0	3	1
LDL	39	16	2
CH	10	6	4
JP	0	7	0
UNC	22	3	0
DB	4	18	3
KS	2	0	0
PE	3	1	0
OGP	1	5	4

Note. MWB = my way better; ALS = I have always done that; CU = comparing for understanding; DBW = want to do both old and new together; HF = hard to forget old

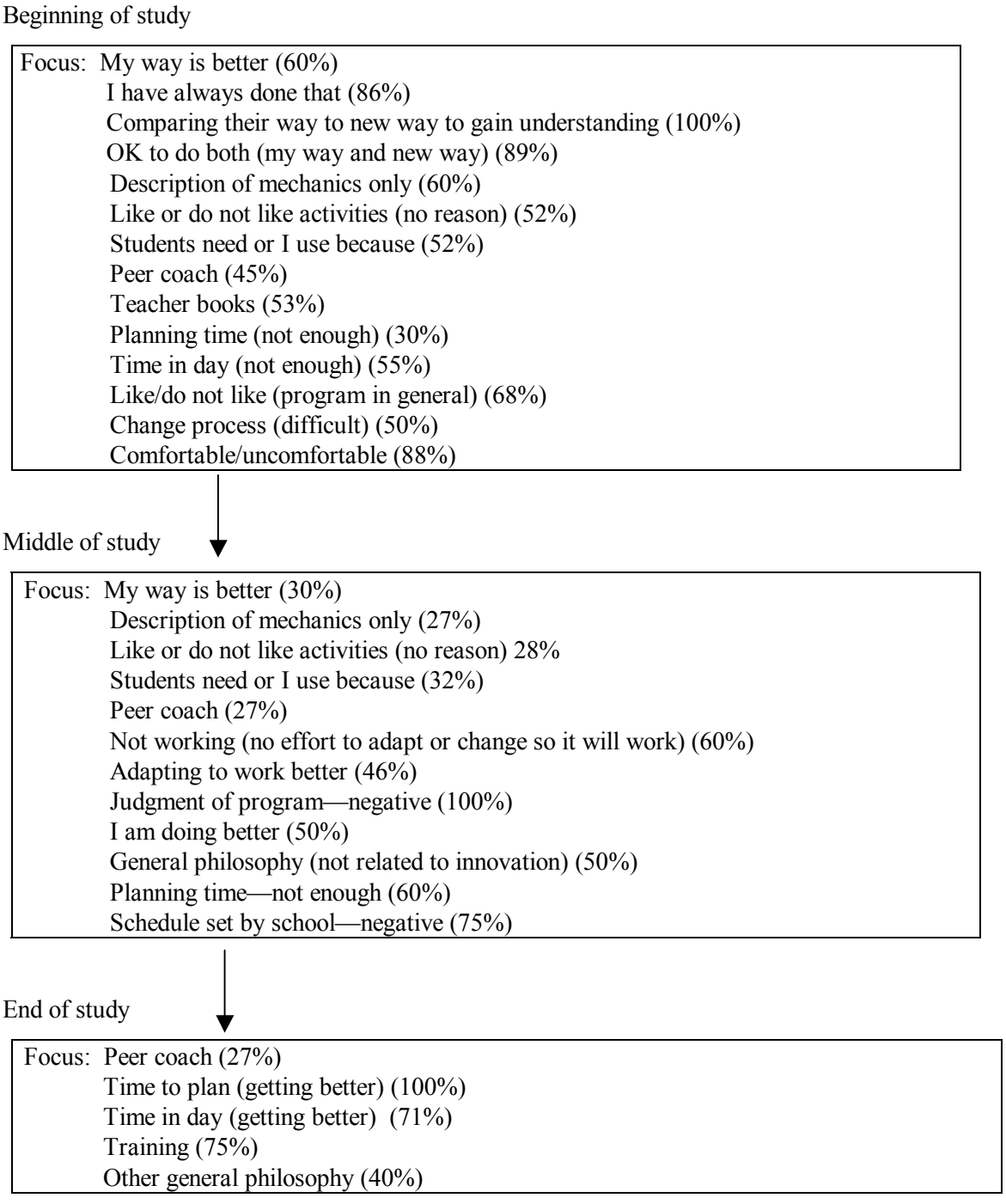
ways; DMO = description of mechanics only; L = like; NB = need or use because; ADP = adapted to work better; NWNC = not working/no change; SCH = schedule; LDL = like/do not like; CH = change process; JP = judgment of program; UNC = uncomfortable; GR = grading; PC = peer coach; OT = other teachers; GP = grade level planning; BKS = books; TRN = training; ADM = administration; PT = planning time; TD = time in day; WL = will not last; HTLQ = hard to learn quickly; DB = doing better; KS = kids stressed; PE = past experience and beliefs; OGP = other general philosophy.

APPENDIX B

DIAGRAM OF REFLECTIVE PERSPECTIVES OVER TIME AS TEACHERS IMPLEMENT A NEW PROGRAM

Appendix B

Diagram of Reflective Perspectives Over Time as Teachers Implement a New Program



APPENDIX C

ANALYTIC STORY

The Reflective Perspectives of Teachers as They Implement a New Program

An Analytic Story

Ann Murphey

Teachers in a county school system were asked to implement a new language arts program. The innovation began with first and second grade teachers and then added other grade levels each year. The year of this study was the first year that fourth and fifth grade teachers were required to implement the program. The teachers attended several staff development activities during the preceding spring and observed the program in another teacher's classroom. The teachers were also given books that described the program and provided suggestions for activities and schedules.

Two patterns became evident as the teachers implemented the program. The concerns were influenced by the duration of implementation as well as the teacher's personality and willingness to change.

The teachers' perspectives on change and their levels of reflection changed as they implemented the program. Concerns with time, comfort, and reluctance to give up past ways of teaching changed after several months of implementation. Teachers were not as apt to defend their "old" ways and were more willing to admit that the program might be working. Teachers also relied more heavily on their teacher materials at the beginning of the implementation. All teachers felt that their peer coach provided the greatest support as they implemented the program. At the end of the study, each participant was asked what advice they would have if asked to mentor a teacher new to the program. All participants said that they would advise a teacher to stick with it because it gets better.

Reflective comments indicated that the participants viewed the innovation in different ways. Factors such as years of experience, teaching style, and age seemed to have an effect on how the innovation was approached by each individual. It may be that the innovation required some participants to change more than others. The innovation required active teaching and active student participation most of the day. Teacher created lessons were required, rather than lessons straight from the traditional basal textbook.

The program was based on the philosophy that different students learn in different ways, so teachers were required to teach language arts four different ways each day. Each participant reflected on the fact that they had a favorite block or blocks and that the others were difficult for them to teach. The program called for teachers to stretch themselves beyond their own learning and teaching styles which was difficult for some.

All participants in this study defined their comfort level on a continuum from one to ten at various times during the study. All began the study between a one and a three. They all rated themselves between seven and ten at the completion of the study, but admitted that they expected to continue to move up on the continuum as they gained more experience with the program.

As the researcher reflects on her findings, she sees patterns emerging that align with Hord, Rutherford, Huling-Austin, and Hall's (1987) research on teachers' concerns with innovation. Various levels of reflection (Sparks-Langer & Colton, 1990, 1991, 1993) also become obvious as the data is analyzed in this study. The way in which the levels of reflection change as the concerns change provides insight into the thoughts of teachers as they implement change.