

BUILDING TEACHER EFFICACY RELATED TO GUIDED READING INSTRUCTIONAL
PRACTICES IN AN URBAN SCHOOL

by

FRICRETIA RICE

(Under the Direction of Jami Royal Berry)

ABSTRACT

This research examined how teacher efficacy impacts the delivery of instructional practices. Teachers' self-efficacy influences critical academic outcomes and well-being in the working environment. Teacher efficacy is their belief in their ability to effectively handle the tasks, obligations, and challenges related to their professional activity. Furthermore, a significant correlation exists between teachers' self-efficacy and their ability to teach and improve student outcomes. The potential impact of building teacher efficacy related to guided reading could support teachers and build their self-efficacy in the process. In this study, school leaders provided teachers with professional development related to guided reading instructional practices. *Guided reading* is a small group instruction designed to provide differentiated teaching that supports students in developing reading proficiency. The action team collaborated to design a professional learning program to improve teacher practices. A combination of instructional and facilitative leadership models guided this study. The research study found that when provided with consistent professional learning, teacher efficacy within guided reading and the instructional delivery of guided reading practices improved based on data.

INDEX WORDS: guided reading, professional learning, instructional leadership, teacher efficacy

BUILDING TEACHER EFFICACY RELATED TO GUIDED READING INSTRUCTIONAL
PRACTICES IN AN URBAN SCHOOL

by

FRICRETIA RICE

B.A, Clemson University, 2009

M. Ed., Kennesaw State University, 2013

A Dissertation Submitted to the Graduate Faculty of The University of Georgia in Partial
Fulfillment of the Requirements for the Degree

DOCTOR OF EDUCATION

ATHENS, GEORGIA

2023

© 2023

Fricretia Rice

All Rights Reserved

BUILDING TEACHER EFFICACY RELATED TO GUIDED READING INSTRUCTIONAL
PRACTICES IN AN URBAN SCHOOL

by

FRICRETIA RICE

Major Professor:	Jami Royal Berry
Committee:	Karen Bryant
	Jamon Flowers

Electronic Version Approved:

Ron Walcott
Dean of the Graduate School
The University of Georgia
May 2023

DEDICATION

This dissertation is dedicated to my family. My family has provided me with support and encouragement throughout this process and has served as a backbone. I have to specifically thank my parents, Fritzgerald Rice and Tammy Harrison, for always believing in me, sometimes more than I believed in myself, and for pushing me to reach heights I never imagined. To my sister, Yamarri Speed, and her husband O'Bryant Speed, for encouragement and for giving me a niece and nephew. Many times, when I have struggled to write a sentence on paper, I have thought about the generational advancement this degree creates for my niece, nephew, and little cousins, hoping they will achieve their goals to the highest degree. Lastly, this is dedicated to my friends and coworkers who have pushed me to continue. Thank you for helping me by encouraging me along the way.

ACKNOWLEDGEMENTS

I would like to acknowledge my chair, Dr. Jami Berry, and my committee members, Dr. Jamon Flowers and Dr. Karen Bryant. Your support has been essential in my reaching this level of writing and understanding. I would also like to acknowledge my cohort. Our team worked together to accomplish this goal over the past few years, and we finally did it!

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENTS.....	v
LIST OF TABLES.....	x
LIST OF FIGURES.....	xi
CHAPTER	
1. INTRODUCTION.....	1
The Problem	3
Purpose	6
Research Questions.....	6
Definition of Terms	7
Theoretical Framework.....	7
Logic Model	8
Overview of the Methodology.....	10
Interventions	11
Significance of the Study.....	11
Organization of the Dissertation.....	12
2 REVIEW OF THE RELATED LITERATURE.....	14
Guided Reading	15
Positive Effects of Guided Reading.....	17
Teachers' Perceptions and Practice of Guided Reading.....	28
Teacher Efficacy.....	32

	Principals, Teacher Efficacy, and Guided Reading	41
	Teacher Self-Efficacy and Guided Reading	44
	Conclusion	46
3	RESEARCH DESIGN AND METHODOLOGY	49
	Theoretical Framework.....	49
	Logic Model	51
	Action Research.....	53
	Action Research Design Team	54
	Action Research Implementation Team	55
	Action Research Timeline	56
	Interventions	56
	Research Design	58
	Selection	62
	Data Collection Methods	64
	Focus Groups	67
	Data Analysis Methods.....	71
	Reliability and Validity	75
	Chapter Summary	76
4	THE CASE	78
	The Context of Study	78
	Problem Framing in the Context.....	79
	Problem Framing Based on the Site.....	79
	The Story and Outcomes.....	80

	Interviews.....	84
	Focus Groups	84
	Questionnaire	84
	Researcher Participant Observations/Journal Notes	85
	Action Research Team Artifacts	86
	Chapter Summary	86
5	THE FINDINGS.....	87
	Introduction.....	87
	Data Collection Connected to Research Questions.....	91
	Results from Action Research Cycle 1	95
	Results from Action Research Cycle 2	102
	Results from Action Research Cycle 3	107
	Chapter Summary	108
6	DISCUSSION OF THE FINDINGS	110
	Summary of the Findings.....	110
	Major Findings Related to the Literature Reviewed.....	115
	Major Findings Related to the Research Questions	124
	Limitations of the Current Study	127
	Implications and Recommendations for Practitioners	127
	Implications and Recommendations for Researchers	128
	Implications and Recommendations for Policy Makers	128
	Chapter Summary and Final Thoughts	129
	References	131

APPENDICES

A.	Empirical Findings Table	151
B.	Interview Protocols	154
C.	Guided Reading Observation Tool	158

LIST OF TABLES

	Page
Table 3.1. Team Member Roles	54
Table 3.2. Team Member Demographics	55
Table 3.3. Intervention Cycles.....	57
Table 3.4. Team Members' Expertise and Experience.....	63
Table 3.5. Interview Questions with the Design Team	65
Table 3.6. Interview Questions with the Implementation Team	66
Table 3.7. Focus Group Interview Questions	68
Table 3.8. Questionnaire.....	69
Table 3.9. Codes	72
Table 3.10. Phases of Thematic Analysis and Establishing Trustworthiness	74
Table 4.1. Action Research Timeline of Events.....	80
Table 4.2. Instructional Self-Efficacy based on Guided Reading Instruction Questionnaire.....	85
Table 5.1. Interview Questions with the Design Team Themes.....	88
Table 5.2. Interview Questions with the Implementation Team Themes.....	89
Table 5.3. Data Collected During the Study.....	91
Table 5.4. Teacher Efficacy Survey Results.....	92
Table 6.1 Teacher Efficacy Survey Results.....	111

LIST OF FIGURES

	Page
Figure 1.1. Murphy and Hallinger's (1985) Model of Instructional Leadership and Nordick et al.'s Facilitative Leadership in Actuating Collective Teacher Efficacy.....	8
Figure 1.2. Logic Model Graphic: Based on Tschannen-Moran and colleagues' Integrated Model of Teacher Efficacy and Instructional Leadership: A Research-Based Guide to Learning in Schools by Woolfolk Hoy and W. Hoy (2009)	9
Figure 3.1. Based on Elements of Murphy and Hallinger's (1985) Model of Instructional Leadership and Nordick, Putney, and Jones' Facilitative Leadership in Actuating Collective Teacher Efficacy.....	51
Figure 3.2. Logic Model (Conceptual framework (s)) Graphic Based on Tschannen-Moran and colleagues' Integrated Model of Teacher Efficacy and Instructional Leadership: A Research-Based Guide to Learning in Schools by Woolfolk Hoy and W. Hoy (2009).....	53
Figure 3.3. Georgia Milestones Assessment Comparisons	60
Figure 3.4. Percent Proficient AGSD	60
Figure 5.1. Logic Model (Conceptual Framework(s)) Graphic Based on Tschannen-Moran and colleagues' Integrated Model of Teacher Efficacy and Instructional Leadership: A Research-Based Guide to Learning in Schools by Woolfolk Hoy and W. Hoy (2009).....	93
Figure 5.2. Teacher Growth Data from Fall to Winter	94
Figure 5.3. Teacher Growth Data Comparison from Winter 2022 (before the study) to Winter 2023 (during the study).....	95

Figure 6.1. Teacher Growth Data Comparison from Winter 2022 (before the study) to Winter 2023 (during the study).....	112
Figure 6.2. Murphy and Hallinger’s (1985) Model of Instructional Leadership and Nordick et al.’s Facilitative Leadership in Actuating Collective Teacher Efficacy.....	114
Figure 6.3. Logic Model Graphic: Based on Tschannen-Moran and colleagues' Integrated Model of Teacher Efficacy and Instructional Leadership: A Research-Based Guide to Learning in Schools by Woolfolk Hoy and W. Hoy (2009)	115

CHAPTER 1

INTRODUCTION

School leaders face the challenge of building teachers' knowledge to support the effective implementation of instructional practices throughout the school; a teacher's efficacy relates to their confidence in their teaching ability. Ahmed et al. (2018) defined a teacher's efficacy belief as a judgment of their capabilities to bring about the desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated. One challenge is how school leaders can adopt specific strategies to support their teachers better and how this relates to their instructional practices.

Teacher efficacy is derived from confidence in instructional delivery. Teachers with a high sense of teacher efficacy believe that all students are teachable and that they can overcome external adverse conditions (Twohill et al., 2022). Contrariwise, teachers with low efficacy will likely experience a sense of powerlessness when responding to challenges. If incapable, teachers may struggle with having the toolbox needed to support students; therefore, their efficacy related to instructing them is below standard (Nordick et al., 2019).

There has been a direct correlation between teachers' instruction and students' performance (Jerim et al., 2020). For example, Kearney and Garfield (2019) discussed teacher behaviors for those with a strong sense of efficacy. Teachers with a stronger sense of efficacy tended to exhibit more significant planning and organization, were more open to new ideas and were more willing to experiment with new methods to better meet their students' needs. These things are tied to a teacher's ability to plan and deliver instruction effectively (Kearney & Garfield, 2019). Lesson planning and delivery align with one of the essential components of

teaching. If teachers understand the standard and what the students should learn, students benefit from their instructional delivery. If teachers can make sense of a standard, their instructional delivery's expected outcome will be targeted and efficient (O'Keefe et al., 2020).

To improve instructional practices, teachers must be provided with targeted professional learning to support school and district initiatives (Pharis et al., 2019); leaders must establish norms within their schools to develop teachers. These norms typically start with reviewing data. The data collected was reflective of teacher observations and student growth and achievement. School administrators are charged with using results from formative assessments to help make decisions to improve or enhance efforts during the day-to-day, weekly, or monthly operations of professional learning efforts (Zepeda, 2019). Therefore, there was a need for school leaders to determine how professional learning was delivered and how short- and long-term goals were developed in the process.

Effective school leadership must combine two styles: (a) instructional and (b) facilitative. Instructional leadership refers to a leader knowing what strong and effective instruction looks like to provide feedback to guide teachers (Ismail et al., 2018). Instructional leaders recognize teacher needs by observing teachers and their behaviors. They then shape the vision, create a hospitable climate, cultivate leaders in others, and manage people, data, and processes supporting instruction improvement (Ismail et al., 2018). Facilitative leaders focus on building the capacity of individuals to accomplish more on their own and in the future (Cufaude, 2018). Another component of facilitative leadership is that it helps a group or team learn together to become more productive in the future (Cufaude, 2018).

Ma and Marion (2021) focused on principals' perceptions of building managers. The authors stated that the expectation was that principals were responsible for the quality of teaching

and learning, curriculum, and staff motivation and capacity development. Although instruction is the leading focus, it can get lost in the shuffle of the daily task. However, when strong instructional practices are in place, principals and teachers can establish trust, improving teacher efficacy. This will require principals to provide quality feedback by focusing on being instructional leaders rather than only building managers. Dickau (2021) reported that when teachers can see themselves as capable of providing instruction to their students that impact their achievement levels, teacher efficacy can be significantly increased. One effective strategy that can increase teachers' self-efficacy levels is guided reading. Guided reading can assist teachers in seeing themselves as being capable due to an effective learning environment built to improve their student's achievement levels. Guided reading is a research-based small group instruction that supports essential comprehension and critical thinking skills (Van Allen & Zygouris-Coe, 2019). Guided reading allows explicit instruction to meet students' individual needs (Darling-Hammond et al., 2020; Phillips et al., 2016).

The Problem

Fountas and Pinnell (2021) defined guided reading as a small-group instructional context in which a teacher supports each reader's development of systems of strategic actions for processing new texts at increasingly challenging levels of difficulty. During guided reading, teachers have students participate by coming to a table with a small group of students to read a text at their instructional level. Students also analyze the text and engage in a word activity, and teachers make one or two teaching points. Sometimes there is writing included as well. This allows the teacher to listen to the students and take anecdotal notes as they observe student performance (Fountas & Pinnell, 2021).

Guided reading was an approved instructional strategy for Greenville Anderson School District (GASD). This strategy and Reader's Workshop were implemented as part of the Johnson Elementary School (JES) improvement plan. The continuous school improvement plan stated that guided reading would improve reading and English language arts scores. This action strategy also stated that professional development would take place through guided reading. School administrators and instructional support personnel observed guiding reading groups and provided feedback. Lastly, grade-level teams engaged in professional learning communities, data meetings, and collaborative planning meetings to support the implementation.

While, at first glance, Johnson Elementary school's neighborhood reflected that of a suburban environment, the school population and scenarios faced daily reflected those of an urban area. What was once a thriving neighborhood filled with homeowners was now with renters who primarily received government assistance. The rent prices fluctuated in the neighboring apartments, and because of this, many families came and went. Therefore, the student body was considered transient.

The students were transient at Johnson Elementary, but the demographics of the students stayed the same. Johnson Elementary had approximately 500 students. Approximately 91% were African American, 7% were Hispanic, 3% were Multiracial, 1.4% Asian and American Indian, and Alaska Native. Due to the low average income, 100% of the students were classified as economically disadvantaged. At the time of the study, all students received Free/Reduced Lunch, which qualified Johnson Elementary as a Title I school. Although Johnson was a predominately English-speaking school, 5% of the students received English to Speakers of Other Language services (ESOL). The ESOL population had pockets of Spanish and Asian-speaking students who had formed a community within the school population. Gifted students only made up 2.6%

of the population, and 11.3% of the school population comprised students with disabilities. This information about the school population was significant. Most of the students were performing below grade level in reading.

Considering student levels, many classrooms at Johnson Elementary were Early Intervention Programs (EIP). EIP was a class setting for students that were performing below grade level. Based on school data, this scheduling demonstrated that students at Johnson Elementary needed additional support. This model supported the implementation of guided reading by allowing teachers additional time to provide small-group instruction to students.

Although guided reading was written and considered in place at Johnson Elementary, teacher efficacy was low. Johnson Elementary teachers continued complaining about a lack of resources and understanding to guide them through the process. Ultimately, they sought a basal to follow instead of trusting themselves and creating their lessons. Despite having the resources and materials needed to implement Guided reading effectively, teachers still requested additional materials and resources.

Teachers often requested scripted teacher guides to effectively teach reading even though Johnson Elementary had an extensive fiction and nonfiction guided reading bookroom, including Fountas and Pinnell Leveled Literacy Instruction kits (LLI) and Developmental Assessment Reading kits (DRA). In addition, the most recent Georgia Milestones assessment scores showed that 42% of 3rd-5th students scored in the beginning learner category for ELA. Therefore, administrators formed an action team and were recommended to implement a plan that built teacher efficacy as they moved towards implementing best practices in the classroom.

Purpose

This research aimed to equip teachers with the skills to teach Guided reading effectively. Johnson Elementary School (JES) was a predominantly Black school; all students received free and reduced lunch. JES was an urban school with approximately 80% of students considered economically disadvantaged. Students at JES typically performed below average in English Language Arts on the Georgia Milestones and their Measures of Academic Progress (MAP) Data.

Refining guided reading instructional practices through professional learning and using an instructional coach to model instruction and provide feedback-built teacher confidence and supported students' improvement. These things depended on the school administrators being instructional leaders and providing guidance and opportunity for them to occur. If guided reading becomes a part of the building culture, this could positively impact the school building's collective efficacy.

Research Questions

The following research questions were created concerning the problem and purpose at JES. Answering these questions helped build teacher efficacy, collective efficacy within the building, and guided reading as an instructional practice.

1. How do teachers perceive the impact of structures put in place to build and maintain Guided Reading instruction in an urban setting?
2. How do school leaders equip teachers with skills to support and maintain teacher efficacy in reading instruction in Guided reading in an urban setting?
3. What role does an Action Research Team play in collaborating to support and build that will impact teaching in Guided reading in an urban setting?

Definition of Terms

Teacher Efficacy: A teacher's belief is a judgment of his or her capabilities to bring about the desired outcomes of student engagement and learning, even among those students who may be difficult or unmotivated (Thornton et al., 2020).

Guided Reading: A small-group instructional context in which a teacher supports each reader's development of systems of strategic actions for processing new texts at increasingly challenging difficulty levels (Davis et al., 2019).

Instructional Leadership: A leader knows what good and effective instruction looks like and can provide feedback to guide teachers (Neumerski et al., 2018).

Facilitative Leadership: A leader building the capacity of individuals to accomplish more on their own and in the future (Lysova et al., 2019).

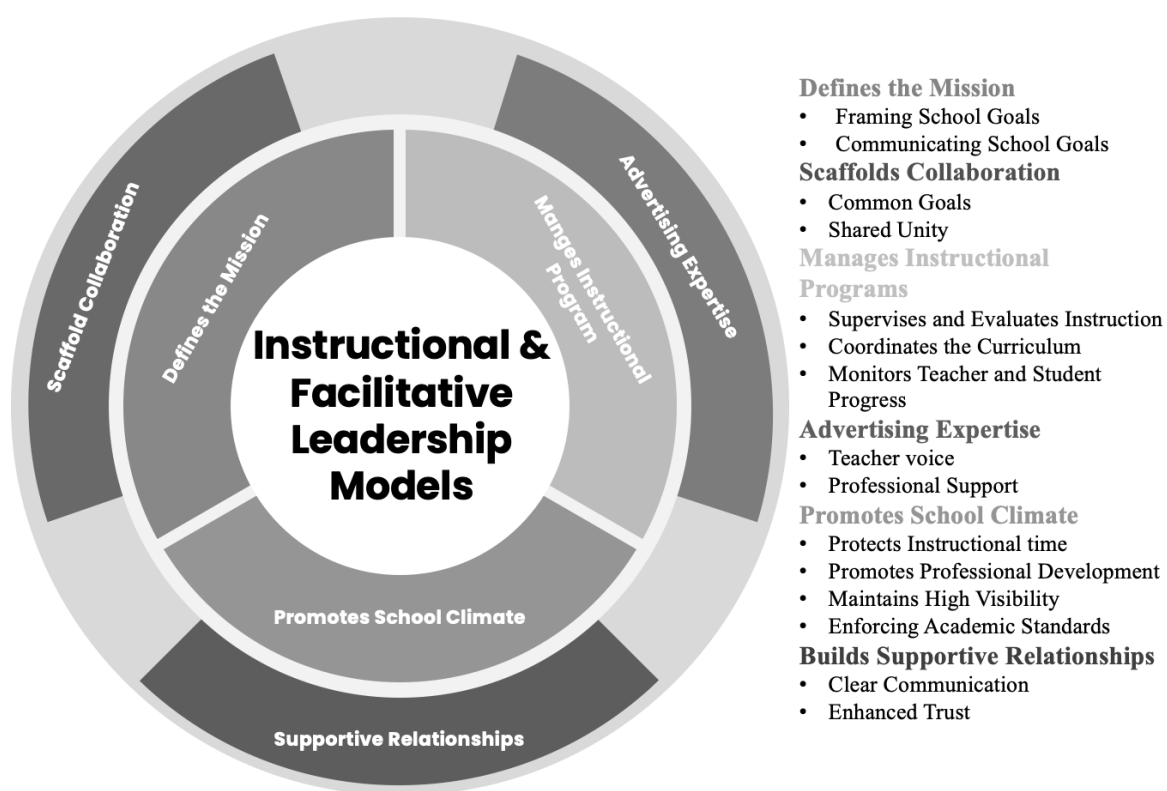
Theoretical Framework

Murphy and Hallinger's (1985) instructional leadership theory connected to the research because the study related to how instructional leadership impacted teacher efficacy in guiding reading instructional practices. The study aimed to help teachers build their self-efficacy to improve their instructional delivery by ensuring the school's instructional program was in place. Structure and defined goals supported the climate and the building of teacher motivation and confidence. If teachers knew the school's mission, which in this case was related to guided reading, they would provide instruction geared toward managing the instructional program. School administrators supervised and evaluated guided reading instruction and monitored teacher and student progress. Building teacher efficacy by providing professional development included enforcing standards, protecting instructional time, and maintaining visibility (Murphy & Hallinger, 1985).

Another theoretical framework explored was facilitative leadership. This framework related to the study because it demonstrated how leadership could establish collective teacher efficacy by communicating clearly and establishing shared goals. In addition, this framework supports building social and interpersonal relationships and enhancing trust (Nordick et al., 2019). Another highlight of facilitative leadership related to Johnson Elementary was scaffolding collaboration. With the wide range of teacher experience, scaffolding collaboration, and professional learning were vital in understanding the diverse needs of the building.

Figure 1.1

Murphy and Hallinger's (1985) Model of Instructional Leadership and Nordick et al.'s Facilitative Leadership in Actuating Collective Teacher Efficacy.



Logic Model

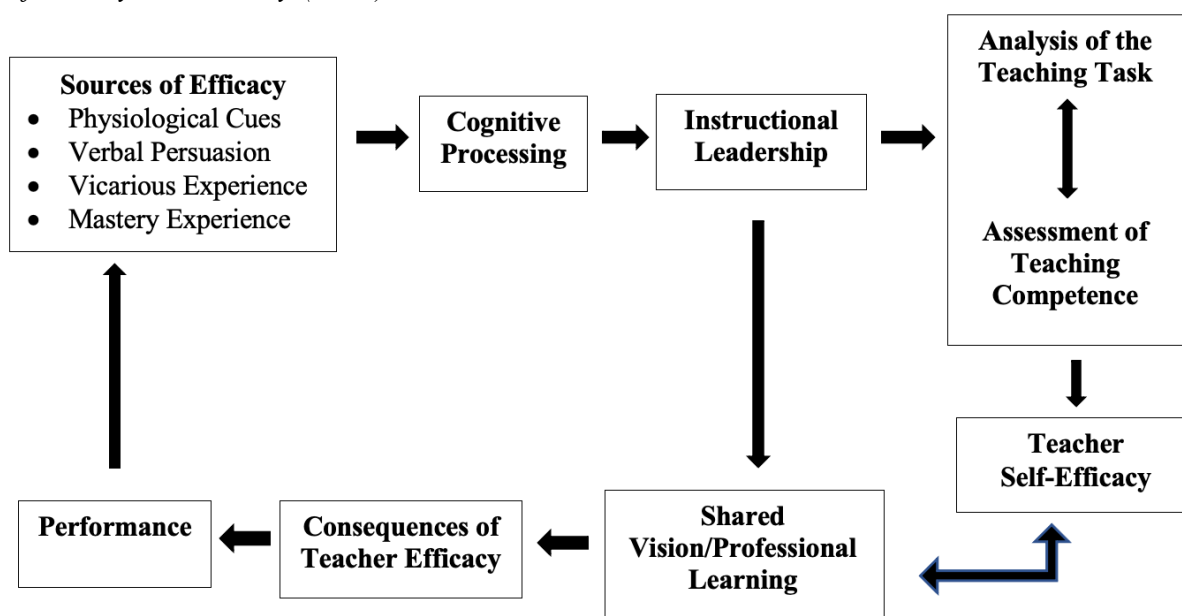
Teachers develop self-efficacy with sources of efficacy (performance outcomes, verbal persuasion, physiological feedback, and vicarious experiences) and instructional leadership

(Cansoy & Parlar, 2018). The building developed a shared vision between teachers and instructional leaders and the relationship with performance outcomes. This model fits this study because it provided a cycle demonstrating how sources of efficacy and instructional leadership impacted teacher efficacy.

This model considered the sources of efficacy, how they were processed, and how school leaders analyzed teacher competence to create a shared vision, develop professional learning, and build teacher performance. Concerning the study, administrators needed to observe teachers teaching guided reading to understand the needs of the building. After building needs were assessed, guided reading professional learning was offered to build teacher competence and efficacy. With a shared vision of leaders and teachers and professional learning, teacher efficacy improvement concerning guided reading instruction was the consequence.

Figure 1.2

Logic Model Graphic: Based on Tschannen-Moran and colleagues' Integrated Model of Teacher Efficacy and Instructional Leadership: A Research-Based Guide to Learning in Schools by Woolfolk Hoy and W. Hoy (2009)



Overview of the Methodology

This action research aimed to implement practical guided reading professional learning sessions to impact teacher efficacy. The professional learning occurred across various sessions to show teachers how to create instructional groups, establish rituals and routines for the work period, review guided reading texts for small groups, and deliver appropriate instruction for students depending on their Lexile level. In guided reading, teachers should use the opportunity to carefully select texts and provide intentional and intensive teaching of systems of strategic activity for proficient reading (Fountas & Pinnell, 1996).

Action research aligned with this study because guided reading was an action-based systematic assessment that helped determine the strengths and needs of students (Pearson, 2021). When using guided reading, homogenous student grouping supported effective reading instruction. The teacher selected texts from a leveled reading library with varying difficulty based on the students' needs. Based on the text, a guided reading instructional delivery process varies (Pearson, 2021). This process promoted reading comprehension as it was a component of a balanced literacy approach.

The guided reading approach was a research-based strategy that supported the development of reading comprehension at Johnson Elementary. This research was conducted with teachers of varying grade levels. The action research team developed the rollout of professional learning related to guided reading instruction. This supported teacher efficacy by providing teachers with a foundation of what to expect and strategies to support their students. It equipped teachers to support students with reading instruction.

The data collection process began with a teacher survey that assessed teacher efficacy and their level of understanding of guided reading. Student data from previous Georgia

Milestones, Measures of Academic Progress (MAP), Benchmarks, and teacher assessments were collected to provide a base score for where students were with reading comprehension and fluency. These data were assessed in the study's outcome to build teacher efficacy and improve the delivery of guided reading instruction.

Interventions

This research took place from August to December 2022 and included three action research cycles. Each cycle was eight weeks long and included interventions based on professional development. Before professional development occurred, teacher efficacy, task, and competence were examined. Instructional leadership ensured that all components were in place and that a shared vision was developed based on the assessment of teachers and students. After providing professional learning, a shared vision was created, Guided reading was implemented into classroom instruction, and the consequences of developing teacher efficacy were assessed.

These interventions provided support for teachers and students. Building teacher knowledge and skillset helped in the delivery of instructional strategies. Providing the teachers with guided reading and professional learning supported teacher and student needs. During this process, data emerged from assessing teacher efficacy in supporting students in an urban environment and student growth.

Significance of the Study

This study collected qualitative data from first through fifth-grade teachers' self-efficacy related to guided reading instruction. These teachers were selected to support monitoring the progress of guided reading instruction throughout the building. Teachers in first through second grades were newer teachers who needed foundational support with the guided reading instructional strategy. Teachers in third through fifth grade were provided professional learning

to continue developing the practices in place. This study was critical because of the potential impact it could have on students at Johnson Elementary. Many of the students were performing below grade level. The practical implementation of guided reading hopes to develop teachers and provide them with instructional strategies. Providing teachers with professional learning and various student strategies will support teacher development and efficacy.

According to Ciullo et al. (2019), guided reading aided differentiated instruction, explicitly teaching all aspects of reading— comprehension, fluency, vocabulary, and word-solving strategies- and deepened comprehension through discussion of a more challenging text than independent level and developed the ability to talk about texts. Teachers need intensive, ongoing professional development connected to practice (Phillip et al., 2016). In considering this, increasing teacher knowledge by providing professional learning hopes to foster student growth. Within this study, to make the guided reading journey successful, teachers used resources that included a leveled book room and training on how to use it (Ciullo et al., 2019).

Organization of the Dissertation

Chapter 1 provided an overview of the study, the problem, the research questions, the demographics of the students, and the action research plan of implementation. Points were examined that assessed teacher efficacy and their growth and development by providing guided reading instruction. Chapter 2 reviews the literature to support the research of appropriate strategies and effective implementation of Guided reading. Chapter 3 will cover the methods and strategies implemented and review the study's context. Chapter 4 will review and examine the findings from the implemented study. Chapter 5 will report the study's findings and assess the effectiveness of Guided Reading practices implemented at Johnson Elementary. Chapter 6 will

conclude the dissertation by providing a summary and discussion of the study. Based on the findings, this chapter will also review the implications of school leadership.

CHAPTER 2

REVIEW OF THE RELATED LITERATURE

This research aimed to equip teachers with the skills to teach Guided reading effectively. Johnson Elementary School (JES) was predominantly Black; all students received free and reduced lunch. JES was an urban school with approximately 80% of students considered beneath the poverty level. Students at JES typically performed below average in English Language Arts on the Georgia Milestones and their Measures of Academic Progress (MAP) Data. Refining guided reading instructional practices through professional learning and using an instructional coach to model instruction and provide feedback-built teacher confidence and supported students' improvement. These components depended on the school administrators being instructional leaders and providing guidance and opportunity for them to occur. If guided reading became a part of the building culture, this could positively impact the school building's collective efficacy.

The following research questions were created concerning the problem and purpose at JES. Answering these questions helped build teacher efficacy, collective efficacy within the building, and guided reading as an instructional practice.

Research Questions

1. How do teachers perceive the impact of structures put in place to build and maintain Guided Reading instruction in an urban setting?
2. How do school leaders equip teachers with skills to support and maintain teacher efficacy in reading instruction in Guided reading in an urban setting?

3. What role does an Action Research Team play in collaborating to support and build that will impact teaching in Guided reading in an urban setting?

Guided Reading

Guided reading is an instructional pedagogy in which the teacher offers the framework and purpose for reading and reacting to the content read (Nicholas et al., 2021; Ramsa & Rawian, 2021; Sya'ban & Reflinda, 2021). The balanced literacy and Reading Recovery programs that originated in New Zealand are the foundation for guided reading, which has become an essential component of reading instruction for children worldwide (Morris, 2019; Taylor, 2021).

The idea of guided reading was brought to the forefront of the education system in the United States in 1996 when Fountas and Pinnell published “Guided Reading: Good First Teaching for All Students.” This book was instrumental in bringing the concept of guided reading to the forefront of the education system in the United States (Shelton, 2021). As a result, they were a component of a more comprehensive and comprehensive framework for the instruction of literacy (Shelton, 2021). The children reading at a level below their grade level were allowed to advance in their reading levels and, more importantly, catch up during the guided reading (Chai et al., 2020; Geuke, 2022).

In the late 1800s, teachers in the United States began experimenting with using small groups to handle the large variety of students' abilities within a single grade (Fountas & Pinnell, 2010; Thomas & Dyches, 2019). The students work in smaller groups to learn new material together during the guided reading time. Because studies conducted over the past two decades have shown that children who get off to a slow start in reading have little chance of ever catching up, preventing reading difficulties has become a priority (Shelton, 2021; Thomas & Dyches,

2019). In a similar vein, the expectations placed on children who possessed diverse levels of reading ability varied.

The Common Core State Standards (CCSS) encouraged lecturers to engage their pupils in the in-depth reading of high-quality and complex books. However, the proposition that poor readers made more substantial comprehension gains by reading grade-level texts with appropriate support (such as assisted reading) is contentious (Carillo, 2019; Johnson, 2019; Loveless, 2020). According to the findings, students cannot improve their reading ability with complex texts (Carillo, 2019; Johnson, 2019; Loveless, 2020). Suppose students were only ever presented with complex language. In that case, they might grow worn out or frustrated by their attempts to absorb subject matter above and beyond their intellectual capacity. When the level of difficulty of the tasks was too high, students' behavior and the percentage of tasks they completed dropped significantly (Carillo, 2019; Johnson, 2019; Loveless, 2020). When students were given work that was appropriate to their instructional levels, on the other hand, they were more likely to finish and understand their tasks and remain focused on the subject at hand (Carillo, 2019; Johnson, 2019; Loveless, 2020).

In addition, students reading below their grade level did not benefit from exposure to more difficult language alone to become successful text readers at their grade level (Ankrum, 2022; Hodgkinson & Small, 2018; Kelly, 2020). The success of guided reading can be attributed to the student's educational development benefit because it is adapted to their skill levels. In addition, pupils' concentration and attention levels when the instructor speaks in class depend on the complexity of the texts being discussed (Ankrum, 2022; Hodgkinson & Small, 2018; Kelly, 2020).

When students were given reading material appropriate for their instructional level rather than their independent level or level of annoyance, they were significantly more focused and invested in the learning process. This was because the reading material was tailored to their instructional level. The framework allows for rich language-based encounters with texts in whole-group, small-group, and individual contexts (Ankrum, 2022; Hodgkinson & Small, 2018; Kelly, 2020).

The instructional framework for guided reading comprises whole-class interactive read-aloud and reading workshop minilessons, small-group literature discussions, small-group guided reading, and individual reading conferences (Ankrum, 2022; Hodgkinson & Small, 2018; Kelly, 2020). In a classroom that faithfully adopted balanced literacy, the students worked in large or smaller groups, depending on the activity that needed completion. During guided reading, students were grouped according to their reading ability and requirements (Ankrum, 2022; Hodgkinson & Small, 2018; Kelly, 2020). Within contemporary reading teaching in the United States, guided reading has emerged as one of the most successful practices in recent history (Ankrum, 2022; Hodgkinson & Small, 2018; Kelly, 2020).

Positive Effects of Guided Reading

Reading instruction in guided reading has been shown to improve student's general test performance and their comprehension and fluency in reading (Chamli, 2022; Odell, 2012; Taylor, 2021; Reid, 2020). Teachers provided differentiated instruction to students during guided reading because they could meet students at their instructional reading levels, guide them through decoding and comprehending text, and instruct them in the habits and strategies to help them become proficient readers. This allowed teachers to provide truly differentiated instruction. The essential aspect of supporting beginning readers in gaining the abilities necessary to become

self-sufficient is receiving instruction from a knowledgeable instructor (Chamli, 2022; Odell, 2012; Taylor, 2021; Reid, 2020).

Students with low levels of academic achievement who were denied opportunities to participate in guided reading instruction fell even further behind their classmates who were given such opportunities (Talerico, 2018; Jones & Feng, 2022; Sioringas & Steier, 2019). In the long run, teachers can save time by avoiding the need for remediation, and guided reading instruction is a proactive strategy by being sensitive to the needs of students through a high-quality teaching framework (Talerico, 2018; Jones & Feng, 2022; Sioringas & Steier, 2019).

Through guided reading, teachers were allowed to adapt their instruction to meet the specific needs of individual pupils. Reading comprehension skills were instructed, and the instructor's function was expanded to include that of a coach for the students (Talerico, 2018; Jones & Feng, 2022; Sioringas & Steier, 2019). The children's reading fluency increased, their aptitude for creative problem-solving strengthened, and they developed an appreciation for the literary art form due to guided reading, which encouraged independent reading (Talerico, 2018; Jones & Feng, 2022; Sioringas & Steier, 2019).

Students received instruction on reading strategies and academic reading comprehension when participating in guided reading activities. The format of guided reading lessons may have been altered to accommodate the various reading levels of the students (Talerico, 2018; Jones & Feng, 2022; Sioringas & Steier, 2019). However, the overarching objective remained the same: to assist children in enhancing their reading abilities by providing them with progressively more challenging reading material and extensive individual attention during the time designated for reading (Talerico, 2018; Jones & Feng, 2022; Sioringas & Steier, 2019).

Students reading below grade level would benefit from guided through a suitably demanding text based on their instructional reading (McNeil, 2022). Evidence suggests that guided reading benefits students of all reading levels, particularly upper elementary students (McNeil, 2022; Taylor, 2021). Students in middle school who have trouble reading literature at their grade level might have benefited from guided reading if it had been implemented earlier; however, it was more focused on early grades during the learning-to-read years.

Fountas and Pinnell (2010) stressed the significance of elementary kids receiving individualized teaching to become proficient readers. Students could apply what they had learned in the lesson context to other reading activities when they participated in guided reading, providing the appropriate atmosphere. Using texts that are appropriate for the instructional level of the students in the group, concentrating on reading strategies that are appropriate for that stage in the students' development, monitoring the students' progress frequently and consistently, maintaining the groups' flexibility and dynamic nature, and working toward the development of independent and fluent readers are all hallmarks of guided reading (Thomas & Dyches, 2019).

Students' reading abilities were evaluated throughout the academic year (Reutzel & Fawson, 2022). The children were separated into groups tailored to their reading levels and requirements. Students were taught the abilities of text comprehension, discussion, and analysis in a small group environment through guided reading. Teachers ensure that each student's reading needs and habits are fulfilled with just the right texts (Reutzel & Fawson, 2022).

As the teachers kept a close eye on their students and evaluated them consistently during guided reading classes, they could make any necessary adjustments to the groups. Because the classification was intended to develop over time, it is either dynamic or adaptive (McNeil, 2022; Morris, 2019; Krauch, 2020). Educators were given the latitude to adjust as necessary, which

ensured continuous differentiation. In the guided reading group, the instructor had ample opportunities to see students reading material that was appropriately challenging for them, allowing her to make well-informed instructional decisions (McNeil, 2022; Morris, 2019; Krauch, 2020). The children's reading ability in the smaller groups was roughly the same, and the educational demands that each subgroup placed on their teachers were virtually identical (McNeil, 2022; Morris, 2019; Krauch, 2020).

Students were constantly rotated among the various study groups that were available. As students achieved varied academic progress, their groupings were adjusted to continue to derive the maximum educational value from their activities (McNeil, 2022; Morris, 2019; Krauch, 2020). As a result of the varying rates at which students migrated during the year, class groups were continuously being reshuffled. If a teacher had a hunch that a student was struggling too much or getting bored too soon with the assigned content, they might have given the student additional reading assessments. Each student's reading levels were considered while placing students in the appropriate reading groups (McNeil, 2022; Morris, 2019; Krauch, 2020).

Students were divided into groups for guided reading, where they were expected to read at or very close to the same level. Typically, guided reading is taught in small groups (McNeil, 2022; Morris, 2019; Krauch, 2020). Students at or very close to the same reading level had many of the exact requirements. The structure of guided reading instruction allowed teachers to differentiate for all their students by addressing those needs within a small group guided reading lesson (McNeil, 2022; Morris, 2019; Krauch, 2020). It was challenging to develop a multilayer version of the practice because there is no single text that can be certain to be suitable for all the children participating in a guided reading group. To make accommodations for their students, teachers frequently must be creative. Some teachers chose to do guided reading with a student

volunteer in the classroom (Young, 2022). In addition, teachers could utilize flexible grouping to differentiate the instruction they provided for their guided reading groups. This consisted of spending variable amounts of time with each group. Using a running log, teachers must assess each student's reading instruction level before commencing guided reading with students. This must be done before beginning reading instruction with students. Running records provide evidence of how well children are learning to direct their knowledge of letters, sounds, and words to understand the messages in the text" if they are kept methodical (Gregory, 2021; Snow et al., 2021; Starks, 2018).

A "text gradient" or "leveling" technique was developed by Fountas and Pinnell (2012) to better accommodate the various levels of reading ability across pupils. The student's progress in the class was monitored and used to determine the appropriate teaching level for each student individually. The purpose of maintaining a record was to assist in determining the present learning trajectory of the pupil. The logs provided insight into the requirements that were needed. If a teacher knew what her students needed, she could adapt her lessons to meet those needs (Domongas & Doctor, 2019; Khaliq et al., 2022). It was vital to develop a productive habit to facilitate guided reading. The agenda also detailed the activities the instructor had planned for the students to participate in when they were not at the guided reading table. As a teacher sets guided reading groups for students, the students in those groups help inform the teacher's selection of books to utilize in those groups as guided reading materials (Domongas & Doctor, 2019; Khaliq et al., 2022).

A guided reading experience that effectively nurtures and supports both reading and readers is the result of many factors coming together in the classroom, including the instruction provided by the teacher during the guided reading lesson, the text that is "just right," the amount

of time spent in guided reading, and the students. They are selected to be in each group for guided reading (Nicholas et al., 2021; Reeves, 2022; Van Allen & Zygouris-Coe, 2019). Every stage of the guided reading lesson is designed to serve as a model for the reading habits, and process teachers have high hopes their students will utilize when reading on their own (Nicholas et al., 2021; Reeves, 2022; Van Allen & Zygouris-Coe, 2019). When left to their own devices, students are more likely to use the inefficient reading practices they picked up during guided reading (Handy Helpers for Nicholas et al., 2021; Reeves, 2022; Van Allen & Zygouris-Coe, 2019). Throughout guided reading classes, teachers should make it a point to teach and model comprehension strategies for students, such as inferring, synthesizing, analyzing, and criticizing the text. Educators must ensure that students utilize the most helpful comprehension strategies for every piece of reading they do (Nicholas et al., 2021; Reeves, 2022; Van Allen & Zygouris-Coe, 2019).

The National Institute of Child Health and Human Development discovered that instructing students in various reading comprehension strategies was the most effective way to improve their ability to remember the material, come up with questions, and synthesize what they read (Miller, 2020). According to various studies in guided reading, students focus on various comprehension abilities rather than just one or two throughout any given lesson or unit, which starkly contrasts the approach adopted by most basal texts. The brain is responsible for the strategic actions that take place when reading, and a skilled reader's brain forms a network comparable to that of a computer, albeit one that is both more complex and faster (Duke et al., 2021; Graham, 2020; Seidenberg et al., 2020).

During guided reading, students were given material suitable for them and not overly complicated. This allowed the students the opportunity to practice a variety of tactics for

improving their understanding. Teachers should provide the relevant book at the right moment to instruct students on how to put their comprehension skills into practice. Students can read for understanding and fun during the guided reading class (Duke et al., 2021; Graham, 2020; Miller, 2020). Teachers should maintain a close eye on their students. At the same time, they read and discuss, making mental notes of the students' questions, their responses to the teacher's demonstration of skills and tactics, their interactions with one another, and their written responses to the text. When students are engaged in guided reading, teachers must be able to encourage and direct them appropriately (Duke et al., 2021; Graham, 2020; Miller, 2020).

Teachers must listen to and watch their students read aloud in group and private settings (Bano et al., 2018; Brandt et al., 2021; Miller, 2020). The primary focus of guided reading courses should be instructing students in strategies that will help them better comprehend the material they read. It discussed how to improve one's word choice and fluency, as well as how to acquire data, make forecasts and adjust one's course of study (Brandt et al., 2021; Olszewski, 2019; Shelton, 2021). During the guided reading lesson, the students gained the ability to monitor and evaluate their levels of understanding (Gregory, 2021). Lessons in guided reading that include a meaningful conversation between the instructor and the students can be valuable. New understandings can be developed by enhancing knowledge, understanding, and judgment (Gregory, 2021). Through in-depth discussions of the subject, students' abilities to apply prior knowledge in text interpretation were awakened (Gregory, 2021).

To make the most of their class time, many teachers would include additional information in the guided reading lessons they gave their students. Consequently, the difference between reading and learning was highlighted (Gregory, 2021). When implemented in the context of guided reading, this content-based reading instruction proved to be the most successful. The

reading material assigned to the students ought to be suitable for the education they are currently pursuing (Hernandez, 2020; Koda, 2019; Reynolds & O'Loughlin, 2019). It may be challenging for a teacher to discover material suitable for each student's instructional level while also making the most of the time allotted for guided reading to educate students about a particular topic. In addition to facilitating students' access to text that enhanced their comprehension of scientific and social studies topics, the primary goals of guided reading were to provide students with a diverse array of reading materials and to maintain the self-esteem of students with difficulty reading (Gregory, 2021; Hernandez, 2020; Koda, 2019; Reynolds & O'Loughlin, 2019).

In a guided reading lesson, teachers should take a scaffolded approach, providing students with the assistance they require at various moments throughout the class. Through scaffolding, teachers could determine the kids' current developmental stages and adapt their lesson plans accordingly (Cook & Sams, 2018; Hudson & Barefoot, 2018). Students are supposed to deliver an introduction to and read aloud from the prescribed text, which they usually accomplish in isolation and quiet. While the teacher observed, students read aloud to themselves in complete silence. Reading the assigned material was not the instructor's responsibility, but the class was whole. The students were often directed through predetermined teachings (Cook & Sams, 2018; Hudson & Barefoot, 2018).

Teachers need to give the students more time to work with the content for the guided reading activity to benefit everyone. There was no "round robin reading," where each person would wait to read aloud from a designated book (Cook & Sams, 2018; Marino, 2019; Nicholas, 2022). On the other hand, they may read either in a choral group with other students or silently by themselves. Every student had an extremely keen interest in the topic during the entirety of the guided reading class. Teaching skills that aid in understanding diverse text types throughout

the reading process is vital. The group's expectations define the focus of instruction in a guided reading group, and the teacher may request either spoken or written responses from the pupils (Burke, 2022; Yi et al., 2019). Teachers frequently use level-appropriate word practice as a culminating activity in guided reading lessons so that students can consolidate the knowledge they have gained throughout the lesson (Cook & Sams, 2018; Marino, 2019; Nicholas, 2022).

Continuous evaluations of students and their requirements should serve as the basis for decisions regarding instruction (Presley, 2008). No one answer was definitively correct that determined them. Instead, teachers should avoid rigorously sticking to protocols that could stifle students' ability to generate their insights and limit the possibilities of guided reading (Berkowitz, 2022; Presley, 2019). Reading instruction needs to be adapted on the fly by teachers to accommodate guided reading, which is based on the specific requirements of each student. Certain practices and routines may have developed over time. This is because assessment-informed instruction was utilized in developing and refining guided reading groups; hence, the groups will develop over time (Berkowitz, 2022; Presley, 2019).

Continuous evaluation throughout the guided reading lesson allowed teachers to be notified when students were making progress or falling behind, even though teachers could use student records to determine the learning levels of their pupils. Grouping pupils for guided reading was dynamic and adaptable, with group membership often moving in response to test outcomes. This significantly shifts from the previously established ability groups (Berkowitz, 2022; Presley, 2019). How pupils react to texts varies greatly. Students who read below their grade level may only use a tiny subset of these reading strategies when they read because they have not been taught additional reading strategies or provided scaffolded practice with them (Berkowitz, 2022; Presley, 2019).

Students participate in guided reading by reading content geared toward their reading levels in small groups with a teacher nearby to assist them if they get stuck or have questions while they read the material. The ability of students to respond to a text in various ways may be directly tied to how well they read, where "read" refers to texts at or above the student's grade level (Hulan, 2010, p. 61). Within guided reading, students could hone their comprehension abilities by working with a text that was only slightly more difficult than it was for them to read on their own (Berkowitz, 2022; Ramsa & Rawian, 2021; Yi et al., 2019). According to Hulan (2010), there was a correlation between the time children spent in peer discussion and their perceptions of the significance of reading (Hulan, 2010). Discussing the subject matter sparked deeper reflection and investigation into the topic. Students could develop their point of view while simultaneously gaining an appreciation for the perspectives of individuals in their immediate environment (Hulan, 2010).

Students are engaged in active reading when they are required to pause what they are reading and think about what they are reading because of the class conversation during a guided reading lesson (Joshi et al., 2009; Masharipova & Mizell, 2021). Children will not gain any knowledge from what they are reading if they are not actively interested in what they are reading. Through guided reading, students were allowed to read and critically analyze content at their instructional level while receiving direct instruction and assistance from a teacher (Masharipova & Mizell, 2021). Joshi et al. (2009) gave the Survey of Language Constructs Related to Literacy Acquisition to 78 college and university professors instructing reading courses to preservice teachers. These professors were responsible for teaching reading in their respective institutions. Sixty-eight of the 78 participants held a doctoral degree, while the remaining ten were students working toward their doctorate. The 78 people who participated in

the study were all lecturers at one of the 30 colleges and institutions in the southwestern United States. These lecturers were responsible for teaching between two and four reading lessons to students planning to become future teachers. All 78 participants who participated in the test had complete faith in their ability to teach reading. Joshi et al. (2009) found that despite the high levels of education held by these academics, their knowledge of reading abilities was lacking. Joshi et al. (2009) also did a similar study with 40 more participants recruited from 12 institutions in the same midwestern state. The study replication included forty participants, each holding a doctoral degree in a relevant field. Joshi et al. (2009) found that the same problems with core reading comprehension persisted even in the replicated trial. This set of skills encompassed the fundamental aspects of reading comprehension, including phonemic awareness and phonics, amongst other related topics. The research that Joshi et al. (2009) conducted highlighted that many aspiring teachers must possess the foundational knowledge to teach reading successfully and efficiently to their pupils.

Researchers also studied teachers' perceptions of the best way to teach foundational competencies, and the responses of preservice teachers and in-service teachers showed a significant difference in opinion. The majority believed essential competencies should never be taught in isolation but rather a group of competencies taught together in context. Perkins and Green (2018) asked preservice teachers, also called student teachers, about their perspectives on reading instruction via a series of interviews. Twelve participants were in the study, with six individuals contributing from each of the two cohorts. In addition to their initial teacher preparation, each group had also finished a postgraduate program for an entire year. The training was provided to three members of each group of six in the cohort who would be responsible for instructing children aged 3 to 7, and the same number would be trained to instruct children aged

7 to 11. In the interviews with aspiring teachers, the researchers wanted to allow them to talk about reading and teaching from the perspective of a social construct. The responses of the future teachers revealed that most of them believed that the method that was utilized to teach reading to the future teachers was also the most effective method for teaching reading to the children they will eventually teach.

Teachers' Perceptions and Practice of Guided Reading

Teachers of students in lower grades were more likely to use guided reading daily than teachers in higher grades. Researchers also mentioned that teachers needed more time to offer guided reading to their students and that teachers must be provided with all the materials and support required for guided reading instruction to be successful (Reid, 2020; Rogerson, 2018; Ugonnaya Etumnu, 2018). Implementing the Common Core State Standards (CCSS) and other standards with comparable requirements have led to a need for increasingly difficult reading content across the board in educational programs. Even though "many literacy experts warned that irritating early readers would be disastrous," neither instructional-level literature nor small-group instruction was included in the Common Core State Standards or similar standards (Morlock, 2021; Skinner et al., 2018).

It is possible that students' high expectations for challenging content shaped teachers' views of how to implement guided reading in the classroom. Despite Fountas and Pinnell's (1996) comprehensive definition of guided reading instruction, its implementation in classrooms appeared to take many different shapes. Guided reading might vary significantly from classroom to classroom (Schiebel, 2018). There was a wide range of student populations present in each classroom. It was also evident that the reading levels taught in each school covered a broad

spectrum. Some classrooms had three small groups, while others had four, all depending on the instructional reading levels of the students in a classroom (Schiebel,2018).

No matter the classroom circumstances, the instruction provided for "guided reading" must have all the necessary components; otherwise, it should not be labeled "guided reading." Reeves (2011) concluded that guided reading is used to "provide a demonstration of skills, strategies, responses, and procedures; provide interventions around scaffolded instruction for students; facilitate a group response between students around a shared text; or facilitate a group response between students around multiplication," based on the findings of a survey that was given to 45 teachers at a K-6 public school in Western New York (Reeves, 2011, p. 12). Two-thirds of teachers indicated that teaching students how to read independently was essential to guided reading (Reeves, 2011).

To obtain input on guided reading from teachers across the country, Ford and Opitz (2008) polled primary school teachers. The ability to explain and model excellent reading strategies and procedures for students was cited as one of the essential benefits of guided reading by an overwhelming majority of instructors when asked to select the most important benefits. 18% of respondents cited providing interventions related to scaffolded instruction, 12% stated permitting a group response to a standard text by students, and 3% mentioned facilitating a group response involving students and more than one text. When it came time for the students to put their reading strategies to work, the instructor served both as a coach and a cheerleader. Researchers concluded that this is the case (Ford & Opitz, 2008).

In addition, Ford and Opitz (2008) surveyed to collect responses from teachers regarding the methods they use to organize students into guided reading groups. There were a few unique perspectives presented in response to the questions asked. Twenty percent said they used

between one and two guided reading groups, while 15% said they used five or more. Most teachers responded to the survey that they taught children in groups with others of a similar age. Sixty percent of the children were categorized into similar groups according to the stage of development they were currently in, 40% were categorized according to the requirements they needed to fulfill, and the remaining 6% were categorized according to some other method that was not a part of the study. The research also indicated that 22% of teachers reported using mixed-ability reading groups with their students for guided reading. In addition, guided reading groups underwent rotation and reorganization throughout the school year at a variable frequency and for varying lengths of time. In addition, Ford and Opitz (2008) surveyed teachers to gather information regarding the books utilized in guided reading courses. Around 56% of the educators surveyed said they frequently use little books. In contrast, 43% of the educators surveyed stated that they frequently use commercial books, and 32% of the educators surveyed frequently use basal texts.

The primary challenge is how to aid educators in comprehending that purpose is what should govern group creation, membership, and longevity. Most of the time, leveled readers and many other short novels were included in sets of textbooks for elementary schools (Morgan et al., 2022; Van Allen & Zygouris-Coe, 2019). Each teacher in the classroom was given a set of six reading materials that were separated into several levels based on the student's current level of reading proficiency. Trade books were written to be read by the general public, but they were also commonly utilized in schools to improve students' literacy in specific subject areas. Most classrooms were only provided with materials appropriate for elementary school. In most instances, every child in the classroom would have a copy of the basal book, and the knowledge

contained inside it would be suitable for their grade level (Morgan et al., 2022; Van Allen & Zygouris-Coe, 2019).

In most guided reading materials, teachers have been given instructions on implementing guided reading (Ford & Opitz, 2008; Presley, 2019; Reeves, 2011). However, the research implies that the offered instruction may have needed more adequate to ensure that guided reading was done regularly. Reading improvement among the instructors' charges was more likely to occur when the teachers had faith in the abilities of guided reading to handle the unique requirements of each student (Ferguson & Wilson, 2009). Instructors could only offer literacy instruction of high quality and balanced curriculum with a comprehensive awareness of the many facets of literacy and how they interact (Presley, 2019).

Highly effective instructors immerse their readers in authentic literacy-related activities and extensive explicit teaching. Children in high-achieving classrooms were exposed to more reading in all genres, including more reading in social studies and science. This was true even if the courses did not focus specifically on those subjects (Presley, 2019). The most successful classrooms also used frequent exposure to simple texts, which assisted students in developing fluency, comprehension, and achievement in their reading. Those exceptional teachers used the accomplishments of their students as a springboard to build multi-tiered courses that suited students with varying levels of capability (Presley, 2019). The same students were shown to have a persistent edge over their classmates in terms of growth and relative achievement, and it was found that this advantage was maintained over the school year (Presley, 2019). Even though it is true that specific lessons are better suited to more challenging texts, Allington argued that students need more exposure to texts that are "high success" rather than "high failure." This is because the high-accuracy, fluent, and quickly comprehended reading provides opportunities to

integrate complex skills and strategies into an automatic, independent reading process (Presley, 2019).

Teacher Efficacy

Educators' belief in their capacities is a significant factor that helps predict successful classroom outcomes. Bandura (1997) suggested that goal setting and attribution processes are likely responsible for teacher efficacy's effect on students' outcomes. Educators who believe in their potential to achieve success inspire themselves and their students to reach new heights, accept personal responsibility for their lessons' impact on their students' lives, and refuse to give up no matter their challenges. Bandura's research in 1997 suggested that enhancing teacher efficacy could assist students in achieving their academic and emotional goals. The hypothesis that improving teachers' performance will result in better schools has been put to the test by a variety of skill-development schemes with varying degrees of success. Current strategies for acquiring skills could be enhanced by considering instructors' worldviews and working conditions (particularly those that emphasize the malleability of intellect).

Teacher efficacy was still in its formative years in 1989. Since then, there has been substantial advancement in the knowledge of the factors that influence teachers' judgments of their efficacy, yet there needs to be more application of this knowledge in the field of professional development for educators (Li et al., 2022; Polou et al., 2019). It is vital to distinguish teacher efficacy from other types of self-efficacy, such as result anticipation, locus of control, and self-concept. Teacher efficacy refers to the degree to which educators believe their actions will improve students' academic outcomes. According to Bandura (1997), teacher efficacy is an individual's belief in his or her ability to carry out future actions. Values are awarded not under objective criteria but based on how one thinks another person should be seen.

These understandings will, at some point, solidify into consistent and fluid performance standards. One's expectations can change in response to new information, particularly evaluations of the outcomes of subsequent efforts made by oneself or peers accomplishing comparable tasks (Kim & Seo, 2018). Predictions of future performance are also influenced by verbal persuasion, which occurs when peers or superiors try to convince subjects that they are qualified to accomplish the goal behaviors. Physiological reactions also predict future performance (when subjects exhibit symptoms that indicate they cannot perform effectively). According to Bandura's theory (1999), self-efficacy is a regulatory mechanism that affects behavior in four ways. These include: (a) enacting cognitive processes, (b) adopting loftier objectives, (c) creating enhanced goal commitment, and (d) expecting goals to be attained despite failures. A powerful feeling of agency drives people with high self-efficacy, believing that their efforts are the primary factor in determining whether they are successful (Kim & Seo, 2018). People with strong self-efficacy can control negative ideas that drag down their performance by establishing coping methods through emotional processes. This allows them to control negative thoughts that drag down their performance.

Researchers suggested that a person's self-efficacy can change their lives by affecting the activities and environments in which they participate. The mental and physical capabilities of an educator and the educator's views and attitudes affect the educator's conduct and the environment in which they work (MacMahon et al., 2021; Ortlieb & Schatz, 2020). How a person behaves can affect not just their sense of self-worth but also their viewpoint and perception of the behavior of others. Similarly, students pick up most of the information they know from the people and sources surrounding them, such as their families, teachers, and the media. Contextual materials include things like a child's parents, television, and books, all of which contribute to the

environment in which a child is raised. Environmental influences also play a role in molding behavior, which is not surprising given the enormous impact that what a person sees has on the choices that person makes (Ortlieb & Schatz, 2020).

According to Bandura, there is a significant correlation between self-efficacy and the capacity to attribute causality to events (1997). Those with a high level of self-efficacy, in contrast to those with a low level, feel that the activities they engage in directly impact the outcomes, as opposed to the outcomes being influenced by external conditions. Teachers who have a high sense of professional efficacy are more likely to expect excellence from their students, hold them accountable for their actions, and continue working with their classes until the students accomplish the objectives they have set for themselves. These projections are supported by the evidence that is currently available. Particularly in preservice education, there is a substantial relationship between individual teacher efficacy and student control (Chen, 2019; Coates et al., 2020). Researchers discovered that teachers with high levels of efficacy were more successful at keeping students on track, were more likely to address student management challenges rather than respond permissively, and were more likely to support student autonomy (Presley, 2019). Those with a higher teacher efficacy score have a less severe impression of the severity of management problems (Presley, 2019).

They use a more humanitarian approach instead of depending primarily on procedures taken in a correctional setting. Teacher efficacy's involvement in achievement-oriented student management techniques may lead to higher levels of accomplishment (Donohoo, 2018; Kalyar et al., 2018; Kim & Seo, 2018). Teachers with higher education and experience may be more successful in boosting student achievement because they can better fulfill the needs of pupils with lower intrinsic abilities. Educators with low teacher efficacy focus on students with high

levels of academic achievement and neglect students with lower levels of academic achievement because they view them as disruptive (Harris & Jones, 2019). Teachers with a high teacher efficacy score, as opposed to those with a low teacher efficacy score, were likelier to have a positive attitude toward low achievers, create strong bonds with them, and hold them to higher standards in the classroom. This contrasted with teachers who had a low teacher efficacy score.

Professional development opportunities for educators tailored to their needs and those of their schools and districts are essential if schools want to see meaningful changes in how they educate (Zepeda, 2019). Federal legislation, such as the No Child Left Behind (NCLB) Act of 2001 and the Every Student Succeeds Act (ESSA), sought to disrupt educational systems and challenge leaders to create successful student learning environments. This was in response to political and public demands for increased accountability and educational reform. Under the No Child Left Behind Act (NCLB), states were required to submit evidence-based plans that outlined how they intended to fulfill their promise of eliminating all gaps in student achievement. The second factor affected aspects such as teacher quality, teacher effectiveness, teacher evaluation systems, and professional learning development programs (Zepeda, 2019). As a result, some severe measures connected to testing, teacher quality, and low-performing schools were relaxed (Zepeda, 2019).

Meanwhile, leaders are responsible for setting the standards by which teachers in their schools will be nurtured. One common starting point for these standards is a look at the numbers. The collected information indicates students' development and academic success, as noted by teachers. During the daily, weekly, or monthly operations of professional learning, school administrators are tasked with using the outcomes of formative assessments to improve or increase efforts (Heritage & Wilder, 2020; Nissan, 2013; Zepeda, 2019).

Consequently, it is up to school administrators to decide how teachers would get professional development and how short- and long-term objectives would be set. These leaders use a blend of instructional and facilitative approaches. The term "instructional leadership" describes a leader familiar with the characteristics of effective teaching and can use this knowledge to offer constructive criticism to their staff (Mendels, 2012). Education leaders can tell what their colleagues in the classroom require just by monitoring their actions (Baptiste, 2019; Komalasari et al., 2020). They establish goals, foster an open environment, encourage the development of other leaders, and oversee the administration of personnel, information, and procedures that contribute to the enhancement of teaching (Mendels, 2012). Influential leaders put their energy into helping their followers develop the skills they need to become more productive in the future (Cufaude, 2018).

A key feature of facilitative leadership is its emphasis on team learning and growth for increased future productivity (Cufaude, 2018). Principals' perspectives as facility managers were the primary subject of Ma and Marion's (2019) study. Principals were expected to improve teaching and learning, as well as motivate and build the skills of their employees (Baptiste, 2019; Komalasari et al., 2020). Teaching is the top priority, but it is easy to lose sight of it amidst the hustle and bustle of the daily grind. However, when effective teaching techniques are in place, principals and teachers can build trust, increasing teacher effectiveness. Principals must act as instructional leaders, not facility managers, to fulfill this role effectively.

Researchers have examined how teacher efficacy impacted the delivery of instructional practices. Barni et al. (2019) described teachers' self-efficacy as believing they can effectively handle the tasks and challenges linked to their instructional profession. Teacher efficacy is crucial in influencing critical academic outcomes and well-being in the working environment.

Furthermore, Shidler (2009) reported a significant correlation between teachers' self-efficacy and their ability to teach and improve student outcomes. The potential impact of building teacher efficacy related to guided reading could support teachers and build their self-efficacy in the process. In this study, school leaders provided teachers with professional development related to guided reading instructional practices. Guided reading is a form of differentiated teaching for a small group of students designed to improve their reading proficiency and comprehension skills and levels (Fountas & Pinnell, 2010). The action team collaborated to design a professional learning program to improve teacher practices. Simultaneously, school leaders used instructional and facilitative leadership models.

Instructional practices play a vital role in education. However, the voice of the students, teachers, and stakeholders remains the most important; school leaders often control decisions that impact all (Eriksson et al., 2019; Hajian, 2019; Ruiz de Zarobe & Lyster, 2018). Barni et al. (2019) conducted a study that examined how school leader decision-making impacted teacher efficacy and instructional strategies implemented, mainly guided reading. Barni et al. (2019) highlighted that teachers' self-efficacy was crucial in influencing critical academic outcomes and well-being in the working environment. The authors noted the connection of the theory of human values with teachers' values regarding conservation, openness to change, self-transcendence, self-enhancement, and self-efficacy. The findings demonstrated that teachers were positively correlated with their sense of self-efficacy regardless of their motivation for teaching. The research found that openness to change, self-efficacy, self-transcendence, and self-efficacy varied depending on teachers' motivations. This correlation was dependent upon the teachers' external pressure.

External pressure correlates with the policies and procedures required or expected in schools. These policies and practices are governed or created by school district leaders and not the administrators in the building (Creemers et al., 2022; Verger et al., 2020). However, it is up to the school leaders to implement the policies and procedures at the school level to avoid adding undue stress to teachers. Teacher efficacy relates to job satisfaction. School leaders aim to promote job satisfaction by implementing different strategies (Barni et al., 2019).

Knoblauch and Woolfolk Hoy (2008) noted student teachers' self-efficacy, collective efficacy, and perceived cooperating teachers' efficacy beliefs. The authors focused on the significance of student teachers related to the lack of people going into education and ensuring that teacher preparation programs prepare future teachers to teach in rural, suburban, or urban settings. The focus of school district leaders should be to continue this practice after the hiring process involving new teachers. Findings concluded that student teachers in each location significantly increased teachers' sense of efficacy following student teaching because of the lack of support and professional development. One interesting result was that student teachers' self-efficacy increased in urban areas. The authors implied that if teachers learned to teach in difficult areas, they would be better off as professionals in their careers (Knoblauch & Woolfolk Hoy, 2008). To keep teachers within the school system, it was essential to provide professional development and ensure they were prepared. They could cope no matter their teaching environment (Cruess et al., 2019; MacPhail et al., 2019).

Teacher efficacy is consequentially related to meaningful educational outcomes. It considers the teachers' persistence, enthusiasm, commitment, and instructional behavior and how they impact students' outcomes related to achievement, motivation, and self-efficacy beliefs (Cobanoglu et al., 2019; Fabelico & Afalia, 2020; Zhang et al., 2021). Tschannen-Moran and

Hoy (2001) saw a valid measure of teachers' self-efficacy and use of data in studies. The study also showed that new teachers were often provided with more challenging situations and concluded that those might be more appropriate for more experienced teachers with higher self-efficacy. Because of this, school district leaders need to emphasize preparing new teachers and providing strategies to support their varying environments. Teacher efficacy's value can improve novice teachers' induction-year experience, allowing for greater protection and support (Tschannen-Moran & Hoy, 2001). They further stated that if new teachers had desirable classrooms and professional development was structured; the evidence showed that learning was improved by new teacher efficacy (Tschannen-Moran & Hoy, 2001).

Although it is essential for school district leaders to retain new teachers in the profession, it is equally important to continue to offer support to build teacher efficacy for veteran teachers. Liaw (2017) examined elementary English teachers more than a decade after a significant educational reform to determine whether their teacher efficacy levels were affected by school location. This location differs between urban vs. suburban areas. The 438 responses were from the adapted Teacher Efficacy Scale that revealed more robust efficacy regarding the teachers' ability to teach less-motivated students and less confidence regarding managing school- and government-related concerns. Ironically, the school settings did not significantly affect the efficacy levels of experienced English teachers (Liaw, 2017). This finding was most likely due to teachers learning to work with different students over time in their careers. Other researchers support this finding. Experienced teachers possibly had a broader repertoire of knowledge and techniques for coping with conditions and challenges within their respective teaching contexts; therefore, they were less sensitive to school location than inexperienced teachers (Bergmark, 2020; Stahnke & Blomeke, 2021).

Another difficulty in failing educational institutions is the cumulative toll on teachers' collective sense of capacity or efficacy. When educators agree that they are effective, they feel collectively efficacious. Collective teacher efficacy was found to correlate favorably with student achievement gains. There was a correlation between a school's level of collective efficacy and its performance (Madimesta et al., 2018). High-performing institutions were characterized by dedicated staff and faculty unfazed by adversity (Hesbol, 2019; Parrett & Budge, 2020). The teachers in environments with higher collective efficacy were more persistent than those with low collective efficacy, planned more, and viewed failure as a temporary setback that did not discourage them. Because of this, if school leaders could find a way to enhance collective teacher efficacy, students would have a better chance of overcoming their circumstances. Most collective efficacy issues relate to things teachers felt they could not control, such as discipline and parental involvement. In this case, school leaders' task is to provide teachers with strategies related to social-emotional learning and relate that back to student needs (Madimesta et al., 2018).

The things that caused low teacher efficacy in the study were the allocation of educational resources, the pressure from the school administration staff, the demand from parents, parental support, and classroom sizes. Factors such as excessive role demands, poor morale, lack of recognition, inadequate salaries, professional isolation, uncertainty, and alienation diminish teacher efficacy (Tschannen-Moran & Hoy, 2007). Based on this information, school district leaders must provide additional support to build veteran teacher efficacy. It is vital that veteran teachers feel supported by school district leaders and administrators and are equipped with resources and professional development for those resources to continue to grow and build their efficacy (Santoro, 2021; Zhang et al., 2020).

Principals, Teacher Efficacy, and Guided Reading

The school's culture or the teachers' personal experiences shape their confidence in fostering student learning, including reading (Protheroe, 2008). Principals can help develop a sense of efficacy for individual teachers and the entire school. School district leaders and administrators must develop teacher and collective efficacy for schools. Building teacher efficacy can retain teachers and build positive relationships among all stakeholders. The focus is delivering tasks from the superintendent's office and how that relayed information impacts teachers. Therefore, principals' roles and impacts support building a sense of efficacy. Teachers who have confidence in their ability to help all students fulfill these rigorous expectations are more likely to demonstrate instructional practices that promote this outcome (Protheroe, 2008). It is not enough to hire and retain the brightest instructors; they must also believe they can successfully face the challenges of the task at hand, as stated by Goddard et al. (2000). Faculty trust as a moderator between the influence of instructional leadership from principals on teachers' feelings of competence. The research by Ma and Marion (2021) showed that effective instructional leadership directly and positively impacted teacher morale. Faculty members' trust increased due to the school's explicit objective, effective instructional program, and supportive learning environment. Teacher effectiveness was affected by instructional leadership methods through faculty trust in the principal rather than directly (Ma & Marion, 2021). Policymakers and practitioners may use the study's findings to inform decisions and initiatives to boost teachers' efficacy in the classroom.

School principals are essential in actuating teacher efficacy (Cansoy & Parlar, 2018; Nordick et al., 2019). Nordick et al. (2019) explored principals' attitudes, practices, and behaviors who developed collective teacher efficacy. The data gathered through semi-structured

interviews of 24 principals were analyzed through content analysis and then examined concerning all other interviews in a cross-case analysis. The findings revealed widespread beliefs, routines, and actions of principals committed to fostering teacher efficacy through facilitative leadership, which is comprised of nurturing connections, facilitating cooperation in a structured environment, and increasing subject matter competence. Principals can use the findings of this study to inform their decisions about improving teachers' collective efficacy (Nordick et al., 2019). What the principal implements could positively impact the collective efficacy of the building.

Lastly, being an instructional or facilitative leader involves effective professional development. Zepeda (2019) gave school leaders the understanding and knowledge to implement professional development throughout the building effectively. In understanding the impact of professional learning and appropriate delivery of instruction, teachers will grow and develop self-efficacy in areas of focus related to professional learning. This relates to the current focus on effectively implementing guided reading instruction throughout the school. Elementary students who participated in guided reading instruction showed progress on their reading assessments. Another positive outcome, according to Gaffner et al. (2014), was that the university students participating benefited from the training provided by the district.

Wisink (2019) states that teacher efficacy and professional development are essential to teacher retention. Building teacher efficacy through deepening teacher knowledge through professional learning, collaboration, and engagement supports high-needs schools (Ohlson, 2018). This requires school leaders to be instructional leaders and effectively implement professional learning. Building teacher efficacy could play a role in the instruction provided to

the students and, ultimately, student growth, which is the goal of school district leaders, administrators, and stakeholders (Wisink, 2019).

Educators are responsible for reading instruction to the beginning, or struggling readers may lack literacy-related disciplinary knowledge (Ancheta, 2022; Porter et al., 2022). This is especially true for teachers with limited course preparation and experience (Jolly et al., 2022). Analogously, Perkins, and Green (2018) highlighted two critical problems during their data collection with student instructors. When it came to reading teaching, the first problem was that aspiring teachers did not appear to be pausing for an adequate amount of time to evaluate the reasons behind the methods being used. Perkins notes that as a result, "this has repercussions for the professional part of teaching" (2013, p. 304). As the second piece of evidence, Perkins discovered that future educators were developing a higher level of self-confidence in their capacity to teach reading. As Perkins asserted, this assurance came from their grasp of what they teach when they teach reading and of making the connection between their theoretical understanding, informed by their own experiences, and learning how to put that into practice in the classroom.

When educators consider their perspectives on literacy education, they need to consider how they feel about professional development programs that are aimed at improving the reading instruction skills of the educators themselves. More rigorous preservice preparation connected to reading and continuing professional development is essential for instructors (Cavazos et al., 2018; Dennis & Hemmings, 2019; Phillips et al., 2016). Most findings revealed that the majority felt well-versed in limited areas. Educators commented in several responses that their experiences increased the breadth and depth of their understanding of the subject matter, instructional strategies, and curriculum content. Even though all instructors felt that professional

development affected their understanding of content, pedagogy, and curriculum, the research findings suggested that professional development programs should be adapted to meet the specific requirements of each teacher (Cavazos et al., 2018; Dennis & Hemmings, 2019; Phillips et al., 2016).

In addition, most teachers reported that professional development affected their knowledge of content, pedagogy, and curriculum because it was related to their teaching experiences and teacher learning. One positive finding is that teachers connect the information provided in professional development sessions to their previous teaching experiences and learning to provide high-quality reading instruction (Martin et al., 2018; Smith, 2020; Taylor, 2021). Most teachers will be motivated to improve their literacy skills in an effective professional development program. The studies, however, revealed that more should be done to determine whether teachers are prepared to teach guided reading based on their education, work experience, and other relevant criteria (Martin et al., 2018; Smith, 2020; Taylor, 2021).

Numerous academics were quoted as suggesting that many teachers in general education lacked essential competence for teaching students who struggled to learn. Therefore, initiatives that train teachers to become more effective educators are necessary to reduce the percentage of pupils who have trouble reading (Kirsten, 2020; Spratt, 2019). Early intervention from highly qualified teachers is essential for students with trouble reading since they frequently never make up the ground they have lost (Kirsten, 2020; Spratt, 2019).

Teacher Self-Efficacy and Guided Reading

Studies have shown that inexperienced teachers typically experience a steady reduction in their sense of their efficacy as teachers, which is commonly accompanied by feelings of burnout (Reeves, 2011; Sellers, 2021; Yanez, 2015). In addition, beginning instructors have not yet

perfected the art of reading instruction because they require more opportunities to connect with kids from various backgrounds and more time to practice the knowledge they gained in college. Even after decades of research investigating instructor attitudes on self-efficacy, reading pedagogical expertise, and feelings of weariness, these trends continue to be observed in the classroom (Reeves, 2011; Sellers, 2021; Yanez, 2015). Studies on self-efficacy have been conducted from various viewpoints, including goal setting, mathematics education, emotions, and motivation. Few have studied it in the context of guided reading. They found that opportunities to apply guided reading instructional practices in diverse learning settings and allow time for reflection on individual beliefs, philosophies, and reading pedagogy is necessary more than ever (Reeves, 2011; Sellers, 2021; Yanez, 2015).

Yanez (2015) discovered that the instructors' self-efficacy level has a role in implementing guided reading with students who struggle with reading. According to the study researchers, this discovery "raises questions about how the constant assistance instructors receive through staff development influences instructional decisions in guided reading" (p. 145). It is only sometimes the case that a teacher's comprehension of an instructional strategy and their actual implementation of that method in the classroom are in sync with one another. Reeves (2011) discovered, through her investigation of educators' perspectives on guided reading, that educators' conceptualizations of the instructional method differed from their actual implementations of the method in the classroom. Reeves (2011) found that the guided reading approach needed to be utilized to its full potential in the classroom, despite many teachers claiming to have received training in the guided reading method.

In addition, researchers found that educators working in schools located in areas with low academic achievement reported employing guided reading less frequently due to worries about

their efficacy and ability to do so (Sioringas & Steier, 2019; Weinsten, 2019). Comparatively, teachers working in school districts whose overall performance fell in the middle of the spectrum told researchers that they wished they had received additional training to help them better collaborate with students in smaller classes. They all concurred that they could benefit from additional chances for professional growth and development (Naples-Nakelski, 2004). As with implementing any new pedagogical strategy, instructors gain the most from the administration's support, mentoring, and guidance from more experienced colleagues as they become proficient in the new method (Naples-Nakelski, 2004; Sioringas & Steier, 2019; Weinsten, 2019).

Conclusion

Making and managing flexible groups, fitting each student into guided reading for the appropriate amount of time each week, with the appropriate peers (with similar reading ability or needs), and the appropriate texts being manageable is a lot like putting together a puzzle to get it all to fit. This can be accomplished, but it can be challenging. Educators should not allow their many challenges to dissuade them from employing guided reading. Guided reading allowed teachers to adapt to their students' requirements and provide extra support, widely welcomed by those educators who adopted it (Reutzel & Fawson, 2020). It is possible to acquire an insight into the level of faithfulness with which guided reading was applied in classrooms by looking at the teachers' assessments of how they train their students (Reutzel & Fawson, 2020).

Teachers' needs and challenges working with diverse students in urban settings require professional development programs to prepare better teachers and create spaces for teachers to share good practices (Darling-Hammond et al., 2017; Gomendio, 2017; Nieto, 2000).

Professional development for urban teachers should include cultural identity exploration,

providing culturally responsive pedagogical methods for teachers, and explicit emphasis on developing a social justice-oriented, critical perspective (Gay, 2010; Ladson-Billings, 1995).

Teacher efficacy is significantly related to teachers' instructional activities and student learning outcomes (Tschannen-Moran & McMaster, 2009). Therefore, developing professional learning sessions related to guided reading instruction is significant. Liu and Liao (2019) found that professional development might be related to the overall teacher efficacy and the three subscales of it. The authors cautioned that professional development is only one factor influencing teacher efficacy.

Adopting standards that include the Common Core State Standards (CCSS) has led to a need for more challenging reading material to be included in all curriculum subject areas (Carillo, 2019; Skinner et al., 2018). As the literature has concluded, the greater emphasis on challenging literary works may have affected teachers' perceptions of implementing guided reading instruction (Carillo, 2019; Johnson, 2019; Morlock, 2021; Loveless, 2020; Skinner et al., 2018). If guided reading had been implemented correctly, it could have assisted students in developing stronger reading skills. Through guided reading, it is possible to create and manage flexible groups, fit all students into guided reading for the optimal amount of time each week with optimally matched peers (e.g., those with similar reading abilities or needs), and optimally matched materials.

Educators should refrain from allowing challenges to dissuade them from employing guided reading. The flexibility that guided reading has provided teachers to appropriately respond to their students' varied levels of knowledge and those teachers' well-received experience. The reports that teachers write about the effectiveness of guided reading in their

classrooms highlight how the practice is continuously being used. Nevertheless, how school leaders influence the method and the teachers' implementation efficacy is unclear.

CHAPTER 3

RESEARCH DESIGN AND METHODOLOGY

This research aimed to equip teachers with the skills to teach guided reading effectively. Refining guided reading instructional practices through professional learning and using an instructional coach to model instruction and provide feedback would build teacher confidence and support students' improvement. These components depended on the school administrators being instructional leaders and providing guidance and opportunity for them to occur. If guided reading became a part of the building culture, it could positively impact the school building's collective efficacy. The following research questions were created concerning the problem and purpose at JES. Answering these questions helped build teacher efficacy, collective efficacy within the building, and guided reading as an instructional practice.

Research Questions

1. How do teachers perceive the impact of structures put in place to build and maintain Guided Reading instruction in an urban setting?
2. How do school leaders equip teachers with skills to support and maintain teacher efficacy in reading instruction in Guided reading in an urban setting?
3. What role does an Action Research Team play in collaborating to support and build that will impact teaching in Guided reading in an urban setting?

Theoretical Framework

The study aimed to help teachers build their self-efficacy to improve their instructional delivery by ensuring the school's instructional program was in place. Structure and defined goals

supported the climate and built teacher motivation and confidence. If teachers knew the school's mission, which in this case was related to guided reading, they provided instruction geared towards managing the instructional program. School administrators supervised and evaluated guided reading instruction and monitored teacher and student progress. They were building teacher efficacy by providing professional development that included enforcing standards, protecting instructional time, and maintaining visibility. Hallinger's instructional leadership theory connected to this research because the study related to how instructional leadership impacted teacher efficacy related to guided reading instructional practices.

As previously stated, the facilitative leadership theoretical framework was applicable as well. This framework related to the study by showing how leadership could establish collective teacher efficacy by communicating clearly and setting shared goals. In addition, this framework supports building social and interpersonal relationships and enhancing trust (Nordick et al., 2019). Another highlight of this facilitative leadership related to Johnson Elementary was scaffolding collaboration. With the wide range of teacher experience, scaffolding collaboration and professional learning were crucial for understanding the diverse needs of the building.

Figure 3.1

Based on Elements of Murphy and Hallinger's (1985) Model of Instructional Leadership and Nordick, Putney, and Jones' Facilitative Leadership in Actuating Collective Teacher Efficacy

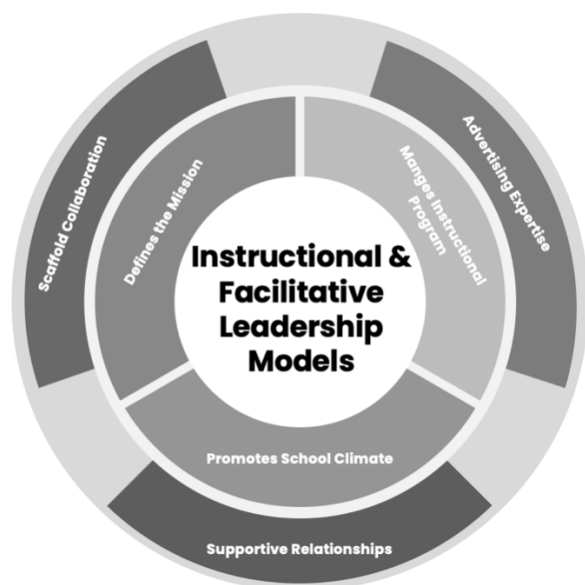


Figure 3.1 shows the connection between Hallinger's instructional leadership theory and facilitative leadership theoretical framework. It modeled how instructional and facilitative leadership models combined to define the school mission, manage the instructional program, support teachers, promote professional learning, and build supportive relationships. The connection was modeled between building relationships and school climate, fostering collaboration and the school mission, managing the instructional program for the building, and creating the teacher's voice. Combining these theories supported the professional development targeted at guided reading at Johnson Elementary.

Logic Model

Tschannen-Moran et al.'s integrated model of teacher efficacy and instructional leadership (date) supported the development of teachers and professional learning at Johnson Elementary. Teachers develop self-efficacy with sources of efficacy (performance outcomes, verbal persuasion, physiological feedback, and vicarious experiences) and instructional

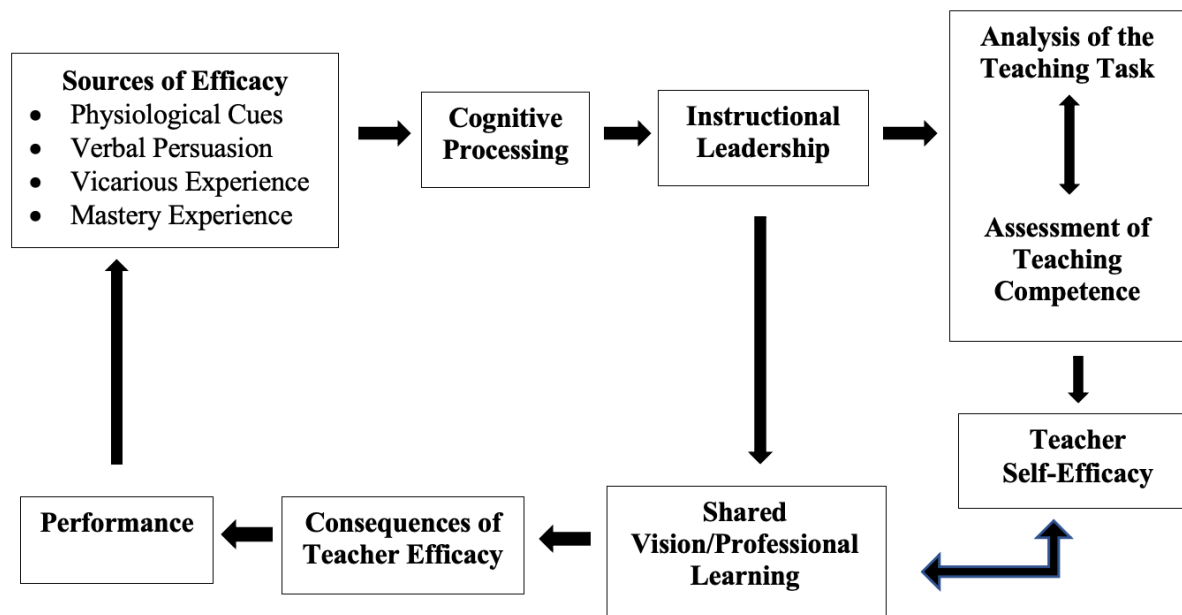
leadership (Hoy & Hoy, 2009). The building developed a shared vision between teachers and instructional leaders and the relationship with performance outcomes. This model fits the study because it provided a cycle demonstrating how sources of efficacy and instructional leadership impacted teacher efficacy.

This model considered the sources of efficacy, how they were processed, and how school leaders analyzed teacher competence to create a shared vision, develop professional learning, and build teacher performance. Concerning the study, administrators were required to observe teachers teaching guided reading to understand the needs of the building. After assessing building needs, guided reading provided professional learning to build teacher competence and efficacy. With a shared vision of leaders and teachers and professional learning, teacher efficacy improvement with guided reading instruction was the consequence.

The logic model below included professional learning to support teacher efficacy. Cavendish et al. (2021) focused on a responsive type of professional development inclusive of student and school culture to impact learning. If teachers were provided with professional learning related to building needs, it would enhance their instructional delivery. This could positively impact teacher efficacy. This cycle could help improve the relationships between school leaders and increase teacher knowledge and skill set.

Figure 3.2

Logic Model (Conceptual framework (s)) Graphic Based on Tschannen-Moran and colleagues' Integrated Model of Teacher Efficacy and Instructional Leadership: A Research-Based Guide to Learning in Schools by Woolfolk Hoy and W. Hoy (2009)



Action Research

Action research aligned with this study because guided reading was an action-based systematic assessment that helped determine the strengths and needs of students (Fountas & Pinnell, 2010). This qualitative research study used guided reading within a reader's workshop to engage students. Professional development was provided to teachers in sessions to impact teacher efficacy. The goal was that guided reading professional learning took place across various sessions to show teachers the process of creating instructional groups, establishing rituals and routines for the work period, reviewing guided reading texts for small groups, and delivering appropriate instruction for students depending on their Lexile level. This process promoted reading comprehension as it was a component of a balanced literacy approach.

The guided reading approach was a research-based strategy that supported the

development of reading comprehension at Johnson Elementary. This further supported the teacher efficacy by providing teachers with a foundation of what to expect and strategies to support students. It equipped teachers to help students with reading instruction. The research cycle that supported this research was Bachman's research spiral (Mertler, 2017). Mertler described Bachman's 2001 process as cyclical; gather information, plan actions, observe and evaluate actions, reflect, and plan. This process was similar to Tschannen-Moran and colleagues' logic model that focused on this study.

Action Research Design Team

The action research team comprised the principal, assistant principal, instructional coach, teacher representative, and counselor. They developed the rollout of professional learning related to guided reading as a team. The team focused on Bachman's 2001 action research process (Mertler, 2017). During the process, the team gathered information about guided reading related to Johnson Elementary. This information consisted of compiling observation notes and school data from assessments. After reviewing this information, a plan was created for the professional learning cycles and professional learning. After teachers were provided professional learning and time to practice, the researcher evaluated and reflected.

Table 3.1

Team Member Roles

Team Member	Primary Role at Johnson Elementary	Action Research Role
Primary Researcher	Assistant Principal	Led and conducted all research with the action research design team for data analysis. The team brought three years of experience as an assistant principal and three years of

Mrs. Bobby Mack	Principal	previous instructional coaching experience. Provided context and charge for the school-wide leadership team and perspective for action research. Brought nine previous years of administrative experience, five as a principal, and four years of instructional coaching.
Ms. Jenny Polluck	Instructional Coach	Brought six years of instructional coaching experience.

Action Research Implementation Team

The implementation team consisted of teachers in grades K-4. The teachers' years of experience varied from four or more years of experience. Each teacher was certified in multiple content areas. Some teachers had additional certifications, including one gifted certified teacher and two teachers in gifted certification programs, two teachers had English as a Second Language (ESOL) certifications, and one teacher was certified for special education. Each teacher that participated has worked at JES for two or more years. The varying differences caused professional learning to target differing ranges based on teacher needs. Teachers participated based on their individual needs for support with guided reading instruction.

Table 3.2

Team Member Demographics

Team Members	Grade Level and Content Expertise	Years of Experience
Teacher 1	Kindergarten/All Content Areas	Provides six years of teaching experience.

Teacher 2	1 st Grade/All Content Areas	Provides five years of teaching experience.
Teacher 3	2 nd Grade/All Content Areas	Provides five years of teaching experience.
Teacher 4	2 nd Grade/All Content Areas	Provides eight years of teaching experience.
Teacher 5	3 rd Grade/All Content Areas	Provides four years of teaching experience.
Teacher 6	3 rd Grade/All Content Areas	Provides five years of teaching experience.
Teacher 7	4 th Grade Special Education/All Content Areas	Provides more than 25 years of teaching experience.
Teacher 8	4 th Grade/All Content Areas	Provides 12 years of teaching experience.
Teacher 9	Grades K-5/ESOL	Provides 17 years of teaching experience.

Action Research Timeline

The research occurred from August to December 2022 with three action research cycles. Each cycle was six weeks long and included interventions based on professional development. The professional learning took place across various sessions to show the teachers how to create instructional groups, establish rituals and routines for the work period, review guided reading texts for small groups, and deliver appropriate instruction for students depending on their Lexile level of proficient reading (Fountas & Pinnell, 1996).

Interventions

The cycles occurred from August to December 2022 and included three action research cycles. During cycle 1, the design team reviewed the teacher efficacy survey and school data, devised a guided reading professional development plan, and observed teachers. The design team reviewed these findings with the implementation team. The design team then reviewed teacher

efficacy survey data and school data. After this, the design team devised a guided reading professional development plan for implementation. Lastly, the design team completed teacher observations. Once all these items had occurred, the design team reviewed the findings with the implementation team, and professional development began.

Cycle 2 informed the implementation team of school data and how it related to the school leaders' goals. Professional learning sessions for guided reading occurred, and the design team continued observing and monitoring the implementation of guided reading. As the design team monitored teacher efficacy through survey data, the implementation team was informed of constant progress and school leaders' continued work toward school goals. The implementation team received professional learning sessions related to guided reading instruction. The design team continued observing and monitoring guided reading goals as this occurred. The design team also monitored teacher efficacy.

In cycle 3, guided reading professional learning continued, along with observations. The design team reassessed teacher efficacy and reviewed student data for comparison. As this occurred, guided reading professional learning continued as needed.

Table 3.3

Intervention Cycles

Intervention Cycles	Activities	Individuals Responsible
Cycle 1	<ol style="list-style-type: none"> 1. Reviewed teacher efficacy survey and school data. 2. Devised a guided reading professional development plan. 3. Observed teachers. 4. Reviewed these findings with the implementation team. 	Design Team Implementation Team

Cycle 2	<ol style="list-style-type: none"> 1. Informed the implementation team of school data and how it related to the school leaders' goals. 2. Professional learning sessions for guided reading occurred. 3. The design team continued observing and monitoring the implementation of guided reading. 4. The implementation team was informed of constant progress and school leaders' continued work toward school goals. 5. The implementation team received professional learning sessions related to guided reading instruction. 6. The design team monitored teacher efficacy. 	Design Team Implementation Team
Cycle 3	<ol style="list-style-type: none"> 1. Guided reading professional learning continued. 2. The design team reassessed teacher efficacy and reviewed student data for comparison. 3. Guided reading professional learning continued as needed. 	Design Team

Research Design

Glanz (2014) believed that qualitative research provided an in-depth problem analysis. The results of qualitative studies are expressed verbally in detail (Glanz, 2014). This research aligned with building teacher efficacy in guided reading because the study results reviewed

feedback from teachers and professional development that provided wide-ranging descriptions. This research aimed to build teacher confidence in delivering guided reading instruction. The developed plan was professional learning related to guided reading within the research cycles.

This study was significant because reading was an area of deficit at Johnson Elementary. Focusing the school's efforts on improving reading instruction has developed teachers. Bachman's (2001) process was cyclical: gathering information, planning actions, observing and evaluating activities, reflecting, and planning (Mertler, 2017). This process provided the design and implementation team feedback on whether the methods were effective.

Contextual Setting

The basis of this study was the low proficiency scores in English Language Arts (ELA) at Johnson Elementary. There was a need for a research-based strategy implementation during reading. Teachers needed intensive, ongoing professional development connected to practice (Phillip et al., 2016). In considering this, increasing teacher knowledge by providing professional learning fostered student growth. In this study, teachers used resources, including a leveled book room and training, to make the guided reading journey successful (Fountas & Pinnell, 2012). Figure 3.2 below shows the percentage of proficient students for ELA on the Georgia Milestones Assessment over the last four years. Based on the data, only 20-30% of students performed proficiently on the Georgia Milestones ELA assessment. For economically disadvantaged (ED) students, the scores were even lower.

Figure 3.3*Georgia Milestones Assessment Comparisons*

English Language Arts (% Proficient)									
	Not ED			ED			Gap		
Year	JES	AGSD	GA	JES	AGSD	GA	JES	AGSD	GA
15-16	34.5	64.6	60.6	17.9	19.8	25.4	16.6	44.8	35.2
16-17	20	67.5	63.2	23.7	20.6	27.7	-3.7	46.9	35.5
17-18	20.8	67.1	64.4	22.1	21	28.7	-1.3	46.1	35.7
18-19	N/A	73.1	67.5	25.7	25.2	31.6	0	47.9	35.9
Four-Year Achievement Gap Change:							-16.6	3.1	0.7

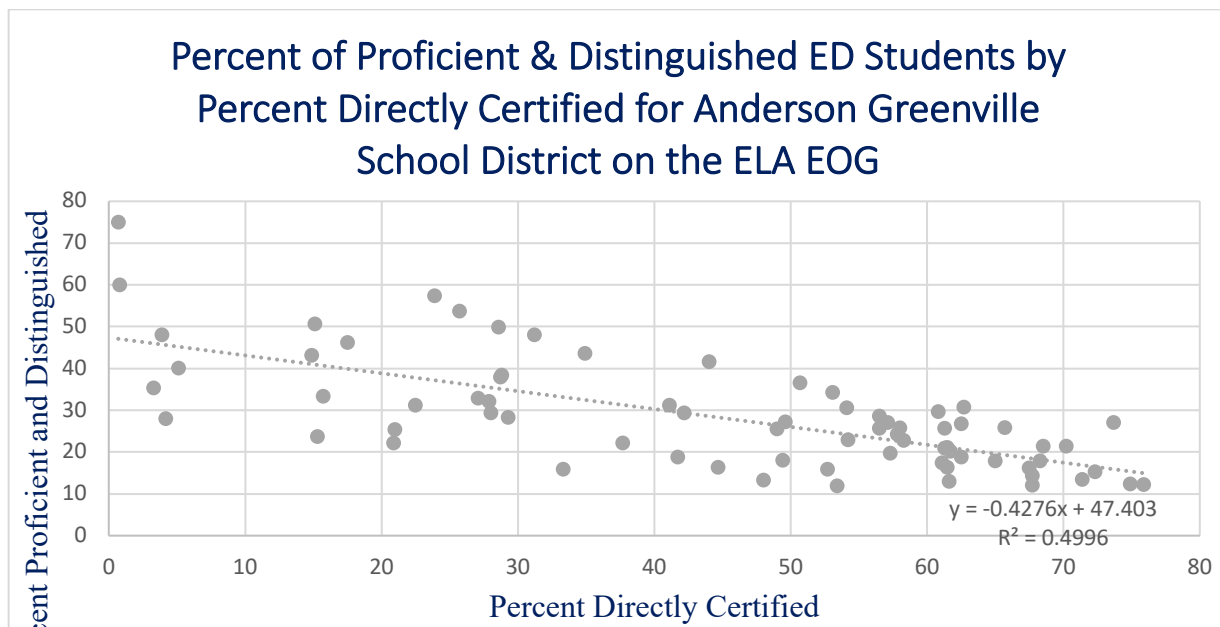
Figure 3.4*Percent Proficient AGSD*

Figure 3.4 shows the elementary schools in ACSD. According to the data, Johnson Elementary was above the trend line. The coefficient correlation indicated that the variables between Johnson Elementary (JES) having a high percentage of directly certified and the number of students who performed proficiently and distinguished were closely related. Johnson Elementary had 58% of directly certified students, and 25.8 of the ED students, the entire student population, performed proficiently and distinguished on the GA Milestones ELA EOG assessment. Compared to other elementary schools and based on the trendline, the ED students outperformed some schools with similar circumstances. The data in the scatterplots above show that the correlation between directly certified students, with parents receiving some government assistance, and ED students' performance indicated that if you have a high percentage of directly certified students, their performance on the EOG assessment was low. If the school had a low number of directly certified students, they outperformed those schools with a higher number. This made sense because ED students in an environment with more non-ED students would still benefit from the parents' resources to the school and outside resources providing professional learning. Lastly, considering that JES had all ED students during the 2018-2019 school year, the data showed that JES remained above the trendline, which meant that JES outperformed schools with similar circumstances despite the room to grow. Additionally, the correlation between directly certified students and ED students was low because it made sense that the ED students at Johnson Elementary would have parents receiving assistance from the government in some capacity.

Implementing guided reading provided a context for responsive teaching grounded in the teacher's detailed knowledge of and respect for each student, supporting the readers' active construction of a processing system. It also supported readers in expanding their processing

competencies. The school leaders' responsibility was to ensure that teachers were adequately trained and had relevant professional development. Additionally, school leaders ensured that it was monitored throughout the building to ensure effectiveness.

Selection

Participants

This study targeted teachers within Johnson Elementary who needed support or hope to grow in their journey of teaching guided reading groups. Teacher efficacy within guided reading was low because teachers lacked confidence in teaching reading. The study provided teachers with a scale to examine their starting points and measure their personal feelings at the end of the study. The teachers within the study were kindergarten through fifth-grade teachers who taught reading at Johnson Elementary. Many teachers had been teaching for four years or more and benefited from learning and growing within their reading instruction.

Selection Criteria

Initially, teachers were invited to participate in the study in various ways. The researcher presented the research and timeline to teachers in a meeting. From there, teachers were provided information in an email about the study, focused on guided reading. The invitees included all 15 teachers who taught reading at JES. Teachers who chose to participate contacted the researcher and completed the appropriate documentation. Excluding teachers became necessary because of upcoming maternity leaves and teacher participation in school district endorsement programs that would limit their time commitment after the school day because of face-to-face classes. Based on this, nine teachers were left to participate.

Teachers were selected from kindergarten through fifth grade because of the impact of reading throughout each grade. Often, reading becomes a primary focus for grades three through

five because of high stakes and state-mandated tests. However, the foundation of reading begins in kindergarten and grows from the shift of learning to read and reading to learn once students enter third grade. This information led to the inclusion of various teachers in this study. Additionally, the varying range of teacher participants ensured that guided reading professional learning supported teachers throughout JES.

Another addition to this research was the inclusion of special education and ESOL teachers. Although their impact throughout the building focused on specific groups, having them as a part of the research proved significant because of the focus of our subgroup data. At the time of the study, the school had a high population of students with disabilities, and Hispanic students comprised most of the school's ESOL students. As a part of this research, a special education teacher and our ESOL teacher were participants.

Table 3.4

Team Members' Expertise and Experience

Team Members	Grade Level and Content Expertise	Years of Experience
Teacher 1	Kindergarten/All Content Areas	Provides six years of teaching experience.
Teacher 2	1 st Grade/All Content Areas	Provides five years of teaching experience.
Teacher 3	2 nd Grade/All Content Areas	Provides five years of teaching experience.
Teacher 4	2 nd Grade/All Content Areas	Provides eight years of teaching experience.
Teacher 5	3 rd Grade/All Content Areas	Provides four years of teaching experience.

Teacher 6	3 rd Grade/All Content Areas	Provides five years of teaching experience.
Teacher 7	4 th Grade Special Education/All Content Areas	Provides more than 25 years of teaching experience.
Teacher 8	4 th Grade/All Content Areas	Provides 12 years of teaching experience.
Teacher 9	Grades K-5/ESOL	Provides 17 years of teaching experience.

Data Collection Methods

Jeffrey Glanz stated, "data collection is collecting information to answer one's research questions and confirm or reject a hypothesis (Glanz, 2014, p. 119)." Data collection was an essential part of this action research. The researcher, action team, and participants reviewed and analyzed the collected data. This data helped support and answer the research questions. The data collection method centered on interviews, focus groups, observations, questionnaires, and reflective journaling.

Interviews

Interviews were used in the study to provide information to understand the participants' thought processes and beliefs about guided reading instruction. Interviews allowed the researcher to learn the intricacies of the participants' practices and experiences from their point of view (Glanz, 2014). Interviewing participants and the design team also allowed the researcher to gauge the participant's understanding. In this focused review, guided reading and professional learning were needed to support teachers in comprehending the process and expectations. Semi-structured interviews allowed the researcher to engage in conversation with the participants. Interviews supported data collection to increase understanding of the experiences of others while also making meaning of them (Siedman, 2006).

Interviews were conducted with the design and implementation team at the beginning of the study. After the study, a follow-up interview took place with the implementation team. All interviews were semi-structured. The interview questions are highlighted in Table 3.5 and Table 3.6.

Table 3.5

Interview Questions with the Design Team

Research Questions	Interview Questions
How do teachers perceive the impact of structures put in place to build and maintain Guided Reading instruction in an urban setting?	How do teachers demonstrate that they recognize and accept their individual and collective responsibility for all students reaching mastery?
How do school leaders equip teachers with skills to support and maintain teacher efficacy in reading instruction in Guided reading in an urban setting?	How do school administrators model the importance of continued adult learning? What impact has been made on school culture or practices by school leadership modeling the importance of continued adult learning? How do school administrators draw on the expertise and experience within the staff to enhance staff efficacy and capacity?
What role does an Action Research Team play in collaborating to support and build that will impact teaching in Guided reading in an urban setting?	What is the role of school leadership in helping keep the staff up to date with relevant research? Can you give an example of research currently being studied or reviewed by the staff? Why and how was it chosen?

Table 3.6*Interview Questions with the Implementation Team*

Research Questions	Interview Questions
How do teachers perceive the impact of structures put in place to build and maintain Guided Reading instruction in an urban setting?	<p>Are there identified instructional practices recommended or mandated in our school? If so, what are they? How often are these "core" instructional strategies used in your classroom/in the classrooms you have observed?</p> <p>Are there any authors, books, resources, theories of teaching and learning, etc., with which most of the instructional staff is familiar?</p>
How do school leaders equip teachers with skills to support and maintain teacher efficacy in reading instruction in Guided reading in an urban setting?	<p>What professional learning opportunities are available at our school to help all teachers improve instruction? Have you recently been involved in professional learning opportunities focused on high-impact, research-informed instructional strategies? How did that learning impact your instruction?</p> <p>After a new instructional strategy is introduced and practiced, what are the expectations for consistent implementation? What processes are used if teachers or paraprofessionals need something additional to support instruction?</p>
What role does an Action Research Team play in collaborating to support and build that will impact teaching in Guided reading in an urban setting?	<p>Identified Needs for Research based on points:</p> <ul style="list-style-type: none"> • Addressing the instructional needs of students who are gifted and talented. • Teaching and addressing the needs of students with special needs or disabilities • Identifying early and appropriate interventions to help students with different learning styles.

- Teaching (and addressing the needs of) limited English proficient students.
 - Effective methods for managing small groups during guided reading.
 - Understanding and using data and assessments to improve classroom practices and student learning.
 - The effective use and application of action research to classroom instruction
 - The effective use of technological resources to improve teaching practice and student learning.
-

Focus Groups

Focus groups are a form of interview used in this research study. Focus groups gave the researcher different thoughts, perceptions, and experiences on the subject matter (Tümen-Akyıldız et al., 2021). During the focus group, the participants were gathered to share perspectives and thoughts regarding guided reading practices in their classes. The researcher guided the focus group. The teachers who participated in the focus group answered five questions related to what they were currently doing in their classrooms that they felt best benefited children. Within answering these questions, the teachers also discussed things they have done to improve themselves, as things they have done in the past were different at the time of the research. The focus group for this study took place during Cycle II. Teachers had previously received feedback from Cycle I individually and collectively. During the collaborative session, teachers could offer each other support and strategies they used during their individual guided reading lessons. This feedback and input from the implementation led to the focus group interview.

Table 3.7*Focus Group Interview Questions*

Areas of Interest	Focus Group Questions
Implementation of Guided Reading	How often do you typically work on guided reading a week, and what does this small group instruction look like in your class?
	How many students do you have in your small groups? How many do you feel should be in the group to maximize the effectiveness?
Instructional Strategies within Guided Reading	What strategies do you use within Guided reading that you best feel support your students?
Effectiveness of Guided Reading	Have you seen the effectiveness of guided reading for your struggling students? For any students? What has this process looked like?

Questionnaires

Another form of data collection that was utilized was questionnaires. Questionnaires provided participants' attitudes toward a particular issue (Glanz, 2014). The questionnaires and interviews went together to support data collection for the research. The close-ended questionnaire focused on teacher perception of guided reading and the related teacher efficacy and provided a scale of 1 to 9. This ranged from not to a great deal on the Likert scale. The questionnaire guided responses to the semi-structured interview to support follow-up questions as needed.

Table 3.8*Questionnaire*Instructional
Self-Efficacy
Questionnaire

- How much can you do to get through to the most difficult students during guided reading instruction?
- How much can you do to promote learning in guided reading when there is a lack of support from the home?
- How much can you do to keep students on task on difficult assignments during guided reading instruction?
- How much can you do to increase students' memory of what they have been taught in previous guided reading lessons?
- How much can you do to motivate students who show low interest in independent reading assignments?
- How much can you do to get students to work together during guided reading groups?
- How much can you do to overcome the influence of adverse community conditions on students' learning?
- How much can you do to get children to do their homework?

Observations

Observations and reflective journaling were used in the data collection process. Observation as a participant-observer was also used in the data collection process of this research. Participant observation enabled the researcher to learn about the activities of the people under study in the natural setting through observing and participating in those activities. It provided the context for developing sampling guidelines and interview guides (DeWalt & DeWalt, 2002). Observing to collect data allowed the researcher to immerse themselves in the setting and record the actions of the participants. For guided reading, conducting observations was vital to collect field notes to determine how instruction was taking place and how or if the instruction supported guided reading as an instructional practice after professional learning occurred.

Reflective Journaling

Lastly, reflective journaling was used throughout the research process. Journaling records events, ideas, and thoughts over time, often with a particular purpose or project in mind (Coghlan & Brydon-Miller, 2014). As a researcher and participant, reflecting upon notes and thoughts from observations was vital. This process allowed the researcher to make changes or accommodations needed to support the action research team and participants.

Artifacts

Additional artifacts used in this study included student data, pictures, and professional learning materials. These artifacts were collected during each cycle of the study. This information provided the design team and researcher with information regarding guided reading and professional learning in real time to be reviewed for additional data analysis.

The main reason for utilizing various data collection methods was to create triangulation. Triangulation allowed for validity and credibility in research (Noble, 2019). The author further stated that credibility refers to the trustworthiness and believability of a study. At the same time, validity concerns how much a study accurately reflects or evaluates the concept or ideas being investigated (Noble, 2019). Validity in research and the data collection process created trustworthiness in the research process. Trustworthiness in research allows the participants and readers to feel that the research is credible, transferable, confirmable, and dependable (DeVault, 2019). Qualitative data allowed the researcher, action research team, and participants to determine trends in the data. The participants could trust the researcher by debriefing with the action research team and creating a review process.

Data Analysis Methods

The data collection process began with a teacher survey to assess teacher efficacy and understanding of guided reading and interviews. The design team collected student data from previous Georgia Milestones, Measures of Academic Progress (MAP) Benchmarks, and teacher assessments to provide a base score for where students were with reading comprehension and fluency. The team assessed this data in the study's outcome to build teacher efficacy and improve the delivery of guided reading instruction. This study reviewed this data to analyze it throughout the different research cycles.

Coding

As Vaismoradi (2015) stated, "Coding as the process of data reduction is an element of data organization in most qualitative approaches." Data in this research was analyzed using coding. The coded data came from observations, interviews, focus groups, and surveys. Within this qualitative study, coding utilized procedures that allowed the researcher to develop consistency and agreement without quantifying intercoder reliability (Patton, 2015). Having codes supported the data analysis process by categorizing the artifacts and supporting the identification of themes. Based on the interviews, codes emerged from the study based on the responses from the implementation team. The coding was done manually by highlighting reoccurring words or ideas within the answers to interview questions. Many of the implementation team members had similar answers to the questions. These codes eventually led to the overarching themes that support the research study. The following codes emerged from the study as depicted in Table 3.9.

Table 3.9*Codes*

Code	Meaning	Data Sample
GR	Guided Reading	“Guided reading is one of the initiatives in our Continuous School Improvement Plan.” Design Team Interview reflecting on school initiatives.
SG	Small group	“Guided Reading and small groups, daily and weekly.” Implementation team teacher reflecting on identified instructional strategies.
DF	Differentiation	"Differentiated centers/small groups, Guided reading, collaborative planning for Instruction, K-2 phonics program, Word-rich classrooms with interactive Word Walls. Differentiated centers/small groups and guided reading are used intermittently in the classrooms I have observed, collaborative planning, word walls, and k-2 phonics are used faithfully."
CP	Collaborative Planning	“We share what we have earned with staff during collaborative planning and faculty meetings.” Design Team Interview focusing on sharing adult learning.
PL	Professional Learning	“School administrators draw on the expertise and experiences within staff by asking them to serve as mentors, teacher leaders, and provide professional learning to other staff members.” Design team interview

ST	Strategy	<p>reflecting on how the school draws on expertise within the building.</p> <p>"It is expected that the teachers will implement the new strategy, which is monitored through classroom observations and collaborative planning."</p> <p>Implementation team interview where a teacher reflects on the process after teachers learn new strategies within the building.</p>
----	----------	--

Thematic Analysis

Thematic analysis is another way the data analysis took place within the study. After the coding process within the data analysis, themes emerged from the study. Thematic analysis showed the connections within the study, transparency, and truthfulness and facilitated the transferability of findings to readers (Vaismoradi et al., 2015). The researcher provided attention to data saturation and the provision of material for reflection on data analysis in the study (Vaismoradi et al., 2015). Coding the data from interviews, observations, focus groups, and surveys led to the emergence of themes. Table 3.10 outlines the process used in the phases of thematic analysis. The researcher reviewed the data and developed codes and themes within the study. Then based on the themes, specific trends from the study became a focal point.

Table 3.10*Phases of Thematic Analysis and Establishing Trustworthiness*

Phases of Thematic Analysis	Means of Establishing Trustworthiness
Phase 1: Familiarizing yourself with your data	<ul style="list-style-type: none"> • Prolong engagement with data. Triangulate different data and collection modes. • Document theoretical and reflective thoughts. • Document thoughts about potential codes/themes. • Store raw data in well-organized archives. • Keep records of all data field notes, transcripts, and reflexive journals.
Phase 2: Generating initial codes	<ul style="list-style-type: none"> • Researcher triangulation • Reflexive journaling • Use of a coding framework • Audit trail of code generation
Phase 3: Searching for themes	<ul style="list-style-type: none"> • Researcher triangulation • Diagramming to make sense of the connections. • Keep detailed notes about the development and hierarchies of concepts and themes.
Phase 4: Reviewing themes	<ul style="list-style-type: none"> • Researcher triangulation • Test for referential adequacy by returning to raw data
Phase 5: Defining and naming themes	<ul style="list-style-type: none"> • Researcher triangulation • Documentation of theme naming
Phase 6: Producing the report	<ul style="list-style-type: none"> • Describing the process of coding and analysis of insufficient details • Thick descriptions of context • Description of the audit trail • Report on reasons for theoretical, methodological, and analytical choices throughout the entire study

Adapted from Nowell et al. (2017)

Reliability and Validity

As the assistant principal of Johnson Elementary, the role in the research was a participant and researcher. As a participant, the researcher was the organizer and facilitator of professional learning, a classroom observer, and an active team member. As an organizer of professional learning, the researcher planned the timelines for implementation and the type of professional learning that would be delivered. As the professional learning facilitator, the researcher showed teachers the research and instructional practices expected in classrooms in various sessions throughout the research. Implementing research at Johnson Elementary forced me to dive deeper into the building expectations related to guided reading instruction and professional learning needs. While participating in the action research team, the researcher was allowed to have insight into the opinions and perspectives of the members to include information in my research study. An understanding came about that good qualitative research examines participants' lives as they experience them as meaningful and complex (Reich, 2021). With this consideration, the researcher focused on the value of what the teachers felt and stated during the interview process.

Subjectivity

As an assistant principal, the researcher recognized some biases brought to the study. As qualitative research, the focus of the study remained on how power and interaction shape the processes of gathering data, conducting analysis, and presenting findings (Reich, 2021). After self-reflecting, the researcher realized that strong opinions could impact the perception of teachers participating in the study. These thoughts included partialities and opinions about practices the researcher felt should occur in classrooms and conversations about perceptions of those instructional practices. The researcher started a journal to record thoughts, opinions,

frustrations, and questions to combat opinions. The researcher attempted to remain neutral and not respond in the leading ways to interview questions. Having clear, straightforward, and neutralized questions for the participants helped the researcher control feelings toward the opinions of others.

Trustworthiness

Combatting perceptions of data was another process to overcome and create trustworthiness. After reviewing the data, the researcher recognized the importance of stating what it revealed instead of adding opinions about why the data was the way it was unless the participants explicitly stated their thoughts and opinions. These thoughts included quantitative or qualitative information in the research, focusing on data and explicit evidence rather than opinions (Reich, 2021). As the assistant principal, the researcher recognized that for the participants to trust the research study, remaining neutral and focusing on support and constructive criticism rather than critiquing was necessary. The researcher's attempt to remain neutral supported the overall growth of the participants rather than diminishing their thoughts and opinions.

Chapter Summary

This research study aimed to improve teacher efficacy within guided reading by providing teachers with the professional learning needed to support them. This chapter overviewed this qualitative research's data collection methods and analysis. This chapter comprised an overview of the intervention cycles and a review of JES's current school data. The chapter went on to review the participants and selection process. After this, the data collection processes were reviewed through interviews, focus groups, questionnaires, observations, reflective journaling, and additional artifacts. The collected data were analyzed through coding,

creating, and analyzing themes. The final portion of this chapter explored the reliability and validity of the researcher.

CHAPTER 4

THE CASE

The Context of Study

This research aimed to equip teachers with the skills to teach guided reading effectively. Refining guided reading instructional practices through professional learning and using an instructional coach to model instruction and provide feedback would build teacher confidence and support students' improvement. These components depended on the school administrators being instructional leaders and providing guidance and opportunity for them to occur. If guided reading became a part of the building culture, it could positively impact the school building's collective efficacy.

The following research questions were created concerning the problem and purpose at JES. Answering these questions helped build teacher efficacy, collective efficacy within the building, and guided reading as an instructional practice:

1. How do teachers perceive the impact of structures put in place to build and maintain Guided Reading instruction in an urban setting?
2. How do school leaders equip teachers with skills to support and maintain teacher efficacy in reading instruction in Guided reading in an urban setting?
3. What role does an Action Research Team play in collaborating to support and build that will impact teaching in Guided reading in an urban setting?

Problem Framing in the Context

Guided reading was an approved instructional strategy for Greenville Anderson School District (GASD). However, the teaching staff has debated implementation and effectiveness within Johnson Elementary School (JES), leading to presumed low teacher efficacy. Guided reading and Reader's Workshop were implemented as part of the Johnson Elementary School (JES) improvement plan. The continuous school improvement plan stated that guided reading would improve reading and English language arts scores.

Fountas and Pinnell (2021) defined guided reading as a small-group instructional context in which a teacher supports each reader's development of systems of strategic actions for processing new texts at increasingly challenging levels of difficulty. During guided reading, teachers have students participate by coming to a table with a small group of students to read a text at their instructional level. Students also analyze the text and engage in a word activity, and teachers make one or two teaching points. Sometimes there is writing included as well. This allows the teacher to listen to the students and take anecdotal notes as they observe student performance (Fountas & Pinnell, 2021).

Problem Framing Based on the Site

While, at first glance, Johnson Elementary school's neighborhood reflected that of a suburban environment, the school population and scenarios faced daily reflected those of an urban area. The students were transient at Johnson Elementary, but the demographics of the students stayed the same. Johnson Elementary had approximately 500 students. Approximately 91% were African American, 7% were Hispanic, 3% were Multiracial, 1.4% Asian and American Indian, and Alaska Native. Due to the low average income, 100% of the students were

classified as economically disadvantaged. At the time of the study, all students received Free/Reduced Lunch, which qualified Johnson Elementary as a Title I school.

Most of the students at JES were performing below grade level in reading. The most recent Georgia Milestones assessment scores showed that 42% of 3rd-5th students scored in the beginning learner category for ELA. Therefore, administrators formed an action team and were recommended to implement a plan that built teacher efficacy as they moved towards implementing best practices in the classroom. Considering student levels, implementing guided reading was chosen as the strategy for implementation school wide. Guided reading allowed teachers time to provide small-group instruction to students. Although guided reading was written and considered in place at Johnson Elementary, teacher efficacy was low. Johnson Elementary teachers continued complaining about a lack of resources and understanding to guide them through the process.

The Story and Outcomes

Table 4.1

Action Research Timeline of Events

Action	Audience	Materials	Date Completed
Seek IRB Approval from District and University	IRB Committee	IRB Application Packet	May/June 2022
Teacher Efficacy with Guided Reading Presentation	K-5 Teachers	IRB/UGA Presentation	August 2022
Obtain Consent	K-5 Teachers	IRB Consent Form	August 2022
Review School Data with Design Team	Design Team	School Data	August 2022
One-on-One Interview	9 Teachers (K-4)	Semi-structured Interview Questions	September 2022

Meet w/ Design Team to Plan Interventions for Cycle II	Principal, Instructional Coach, Assistant Principal	Theoretical Framework, Conceptual Framework, Research-based Interventions	September 2022
Cycle II	9 Teachers (K-4)	Journals, Researcher Observation Notes	September 2022
Focus Group Meeting	9 Teachers (K-4)	Focus Group Questions, Researcher Journal	October 2022
Meet w/ Design Team to Plan Interventions for Cycle III	Principal, Instructional Coach, Assistant Principal	Theoretical Framework, Conceptual Framework, Research-based Interventions	October 2022
Cycle III Interventions	4 Kindergarten Teachers	Journals, Researcher Observation Notes	November 2021
One-on-one Interviews	9 Teachers (K-4)	Interview Questions, Researcher Journal	December 2022

Action Research Cycle I with Interventions

Cycle I started in July with a meeting with the design team. During the meeting, the design team reviewed school practices and data to devise a plan for guided reading implementation and professional development throughout the building. This meeting outlined the building expectations for the school year. After the meeting, individual interviews for the design team took place. The interviews helped guide the implementation by developing an understanding of what was currently in place building-wide and further actions needed for effective implementation.

Based on school goals and English Language Arts data, a reader's workshop emphasizing guided reading instruction became the primary strategy for reading instruction. After the strategy was selected, the design team established a professional learning schedule for the study. This schedule included preselected dates for professional learning for the fall semester as well as collaborative planning and data meetings that would take place. The design team reviewed school data and discussed the teacher interviews and survey questions in preparation for interviewing teachers.

After the interviews and surveys, the design team reviewed the information provided from the interviews and the teacher efficacy survey data, and school data to prepare for professional development sessions centered around teacher needs effectively. The plan was set for the study, which included professional development for guided reading taking place in collaborative planning and data meetings. The team determined that the researcher would observe teachers twice during the study.

Action Research Cycle II with Interventions

During Cycle II, the implementation team reviewed school data and how it related to the school team's goals. Doing this developed an understanding of the need for guided reading as well as provided direction for the professional learning that would take place. The implementation team reviewed the professional learning outline based on the interviews and surveys and provided feedback.

Within Cycle II, there were two professional learning sessions. The first professional learning session was for guided reading. It provided the implementation team with the structure and outline of guided reading. The teachers learned what guided reading should look like, and the design team modeled what guided reading looks like in a classroom. The teachers also learned how to set up literacy stations for the other students working independently while guided reading took place. After the professional learning session, the teachers received the guided reading observation tool. This tool gave an outline of the learning from the professional learning session. The guided reading observation tool included what should happen before, during, and after a guided reading session and classroom evidence of guided reading. The second professional learning session provided was a data meeting. At that time, each teacher looked at their Measures of Academic Progress (MAP) reading data, set goals for the students, and

grouped them according to their Lexile levels. The teachers also reviewed Lexile levels to determine what leveled text each group would read from based on the Fountas and Pinnell guided reading levels.

After the professional learning sessions, the first round of observations took place, and the researcher gave feedback in the *glows and grows* format that reinforced practices and gave constructive feedback. Once all observations were concluded, the implementation and design team held a collaborative feedback session to discuss the observations and feedback related to the entire group. The implementation team asked questions and provided strategies to each other during the meeting. At that time, the researcher was able to gauge teacher efficacy.

The observations allowed the researcher to maintain visibility throughout the building. The design team continued to monitor the implementation of guided reading by supervising and evaluating instruction. At the end of Cycle II, a focus group interview took place. The researcher journaled throughout the process.

Action Research Cycle III with Interventions

In Cycle III, guided reading, professional learning, and observations continued. The design team again modeled the entire work period of a reading lesson. At that time, the implementation team viewed examples of literacy stations the students could work in while the teachers worked with their small groups during guided reading. Collaborative planning sessions also took place where the teachers shared instruction resources for guided reading based on materials mentioned during the focus group.

After these sessions, the researcher conducted another round of walk-throughs and provided feedback. Another collaborative feedback session was held with the teachers as well. The collaborative feedback session allowed the design and implementation teams to reflect on

the observations and professional learning provided. The researcher journaled notes about the session.

After Cycle III, the students retook the MAP assessment for a data comparison review, and the teachers were reassessed on teacher efficacy using the initial questionnaire. After the questionnaire, a brief semi-structured interview took place as a follow-up for any additional needs the implementation team had.

Interviews

The interviews for this research study took place one-on-one during Cycle I and followed in Cycle II. The interviews took place with the design team and the implementation team. All interviews were semi-structured and consisted of questions centered around current guided reading practices at JES and any professional learning needed to assist teachers with guided reading practices for both groups. During the interviews, the design and implementation teams expressed themselves by answering the questions. The conversations flowed, and they allowed additional questions and comments because they were semi-structured.

Focus Groups

There was one focus group during the research study. The focus group took place during Cycle II. After speaking with the implementation team, the focus group reviewed total glows and growth from the observation. During the focus group, the team answered questions about guided reading practices and what they felt was beneficial or what they would like to improve on in their classrooms. This guided the professional learning for Cycle III.

Questionnaire

During the study, a questionnaire was used to assess self-efficacy. This questionnaire was based on Bandura's Instrument Teacher Self-Efficacy Scale (2014); however, it was reformatted

to focus on guided reading instruction and practices. The close-ended questionnaire focused on teacher perception of guided reading and the related teacher efficacy and provided a scale of 1 to 9. This ranged from not to a great deal on the Likert scale. The survey was given to the implementation team at the start and end of the study. The questions asked on the questionnaire are listed in Table 4.2.

Table 4.2

Instructional Self-Efficacy based on Guided Reading Instruction Questionnaire

Instructional Self-Efficacy Questionnaire	<ul style="list-style-type: none"> • How much can you do to get through to the most difficult students during guided reading instruction? • How much can you do to promote learning in guided reading when there is a lack of support from the home? • How much can you do to keep students on task on difficult assignments during guided reading instruction? • How much can you do to increase students' memory of what they have been taught in previous guided reading lessons? • How much can you do to motivate students who show low interest in independent reading assignments? • How much can you do to get students to work together during guided reading groups? • How much can you do to overcome the influence of adverse community conditions on students' learning? • How much can you do to get children to do their homework?
---	---

Researcher Participant Observations/Journal Notes

The researcher journaled and took notes throughout the study after the professional learning and collaborative sessions with the design and implementation teams. These notes

included teacher dialogue, reactions, and sharing of information and resources. The researcher took notes about conversations with the design and implementation teams. Many of these conversations between the teachers and researcher discussed the feedback from observations. Observation notes collected on the guided reading observation tool were documented in the reflective journal. The researcher used these notes to support themes and analyze data.

Action Research Team Artifacts

Additional artifacts collected during this study supported the data analysis process. The artifacts from the study consist of the guided reading observation tool, PowerPoint presentations, collaborative planning outline, MAP data analysis sheets, and pictures. These artifacts added value to the study because they provided information and details about processes throughout the study.

Chapter Summary

The research study aimed to improve teacher efficacy within guided reading by providing teachers with the professional learning needed to support them. This chapter provided an overview of the process of each cycle within the research. The beginning established the story behind the study and moved into how the study progressed. As the study concluded, chapter 4 reviewed how the study's results were gathered and processed during the study.

CHAPTER 5

THE FINDINGS

This research aimed to equip teachers with the skills to teach guided reading effectively. Refining guided reading instructional practices through professional learning and using an instructional coach to model instruction and provide feedback would build teacher confidence and support students' improvement. These components depended on the school administrators being instructional leaders and providing guidance and opportunities for professional learning. If guided reading became a part of the building culture, it could positively impact the school building's collective efficacy.

The following research questions were created concerning the problem and purpose at JES. Answering these questions helped build teacher efficacy, collective efficacy within the building, and guided reading as an instructional practice:

1. How do teachers perceive the impact of structures put in place to build and maintain Guided Reading instruction in an urban setting?
2. How do school leaders equip teachers with skills to support and maintain teacher efficacy in reading instruction in Guided reading in an urban setting?
3. What role does an Action Research Team play in collaborating to support and build that will impact teaching in Guided reading in an urban setting?

Introduction

During the study, some recurring themes emerged. Tables 5.1 and 5.2 show the connections to research questions, interview questions for the design and implementation teams,

and themes. These interviews took place during Cycle I at the beginning of the study. Many of the themes aligned with each set of interviews; however, the responses between the design and implementation teams did not align. The implementation team sometimes had different responses to the same questions.

Table 5.1 show the interview questions with the design team and the correlating themes, while Table 5.2 shows the interview questions with the implementation team and correlating themes. The themes of both interviews overlapped, showing a reoccurring pattern of thoughts between the design and implementation teams.

Table 5.1

Interview Questions with the Design Team Themes

Research Questions	Interview Questions	Themes
How do teachers perceive the impact of structures put in place to build and maintain Guided Reading instruction in an urban setting?	How do teachers demonstrate that they recognize and accept their individual and collective responsibility for all students reaching mastery?	Theme 1: School-Wide Practices and Implementation
How do school leaders equip teachers with skills to support and maintain teacher efficacy in reading instruction in Guided reading in an urban setting?	How do school administrators model the importance of continued adult learning?	Theme 1: Increasing professional learning opportunities.
	What impact has been made on school culture or practices by school leadership modeling the importance of continued adult learning?	Theme 2: Building Teacher and Collective Efficacy amongst staff.
	How do school administrators draw on the expertise and experience within the staff to enhance staff efficacy and capacity?	
What role does an Action Research Team play in	What is the role of school leadership in helping keep the	Theme 1: Instructional Leadership

collaborating to support and build that will impact teaching in Guided reading in an urban setting?

staff up to date with relevant research?

Can you give an example of research currently being studied or reviewed by the staff? Why and how was it chosen?

Table 5.2

Interview Questions with the Implementation Team Themes

Research Questions	Interview Questions	Themes
How do teachers perceive the impact of structures put in place to build and maintain Guided Reading instruction in an urban setting?	<p>Are there identified instructional practices recommended or mandated in our school? If so, what are they? How often are these "core" instructional strategies used in your classroom/in the classrooms you have observed?</p> <p>Are there any authors, books, resources, theories of teaching and learning, etc., with which most of the instructional staff is familiar?</p>	<p>Theme 1: School-Wide Practices and Implementation</p> <p>Theme 2: Professional development needs to identify provided resources.</p>
How do school leaders equip teachers with skills to support and maintain teacher efficacy in reading instruction in Guided reading in an urban setting?	<p>What are professional learning opportunities available at our school to help all teachers improve instruction? Have you recently been involved in professional learning opportunities focused on high-impact, research-informed instructional strategies? How did that learning impact your instruction?</p> <p>After a new instructional strategy is introduced and practiced, what are the</p>	<p>Theme 1: Increasing professional learning opportunities.</p>

What role does an Action Research Team play in collaborating to support and build that will impact teaching in Guided reading in an urban setting?

expectations for consistent implementation?

What processes are used if teachers or paraprofessionals need something additional to support instruction?

Theme 1: Instructional Leadership

Theme 2: Addressing Teacher Needs

Identified Needs for Research based on points:

- Addressing the instructional needs of students who are gifted and talented.
 - Teaching and addressing the needs of students with special needs or disabilities
 - Identifying early and appropriate interventions to help students with different learning styles.
 - Teaching (and addressing the needs of) limited English proficient students.
 - Effective methods for managing small groups during guided reading.
 - Understanding and using data and assessments to improve classroom practices and student learning.
 - The effective use and application of action research to classroom instruction
 - The effective use of technological resources to improve teaching practice and student learning.
-

Data Collection Connected to Research Questions

Throughout the study, various data were collected. These ranged from questionnaire data following the survey at the start and end of the survey to teacher data on the Measure of Academic Progress (MAP) assessment. These data points were collected to see if there would be growth from the start to the end of the study based on the implementation of guided reading practices.

Table 5.3

Data Collected During the Study

Research Questions	Data Collected
1. How do teachers perceive the impact of structures put in place to build and maintain Guided Reading instruction in an urban setting?	Teacher Efficacy Survey Collaborative Planning Session Notes Journal Notes
2. How do school leaders equip teachers with skills to support and maintain teacher efficacy in reading instruction in Guided reading in an urban setting?	Professional Learning Needs Survey Professional Learning Journal Notes
3. What role does an Action Research Team play in collaborating to support and build that will impact teaching in Guided reading in an urban setting?	Interviews Collaborative Planning Sessions Notes Focus Group Observations and Feedback Measures of Academic Progress (MAP) Data Journal Notes

Table 5.4 derives from the teacher efficacy questionnaire. Below are the questions that teachers were asked and the average score at the start and end of the survey. Also included is the difference between the beginning and end of the study as well as the number of responses. Based on the results below, teacher efficacy was impacted. There was over 1 point growth in each item. The top-rated items were getting through to challenging students, promoting student learning

without support at home, and increasing student memory of what they have been taught in previous guided reading lessons. Based on the survey, implementing professional learning practices impacted teacher perception of each item below.

Table 5.4

Teacher Efficacy Survey Results

Survey Items	Average Score at the Start of the Study	Average Score at the End of Study	Difference Between the End and Start of the Study	Number of Responses
How much can you do to get through to the most difficult students during guided reading instruction?	5.2	7.1	1.9	9
How much can you do to promote learning in guided reading when there is a lack of support from the home?	5.5	6.7	1.2	9
How much can you do to keep students on task on difficult assignments during guided reading instruction?	5.5	7.3	1.8	9
How much can you do to increase students' memory of what they have been taught in previous guided reading lessons?	5.5	7.4	1.9	9
How much can you do to motivate students who show low interest in independent reading assignments?	5.5	7.1	1.6	9
How much can you do to motivate students who show	6.2	7.9	1.7	9

low interest in independent reading assignments?

How much can you do to overcome the influence of adverse community conditions on students' learning?	5.3	6.8	1.5	9
--	-----	-----	-----	---

How much can you do to overcome the influence of adverse community conditions on students' learning?	5	6.7	1.7	9
--	---	-----	-----	---

Figure 5.1

Logic Model (Conceptual Framework(s)) Graphic Based on Tschannen-Moran and colleagues' Integrated Model of Teacher Efficacy and Instructional Leadership: A Research-Based Guide to Learning in Schools by Woolfolk Hoy and W. Hoy (2009)

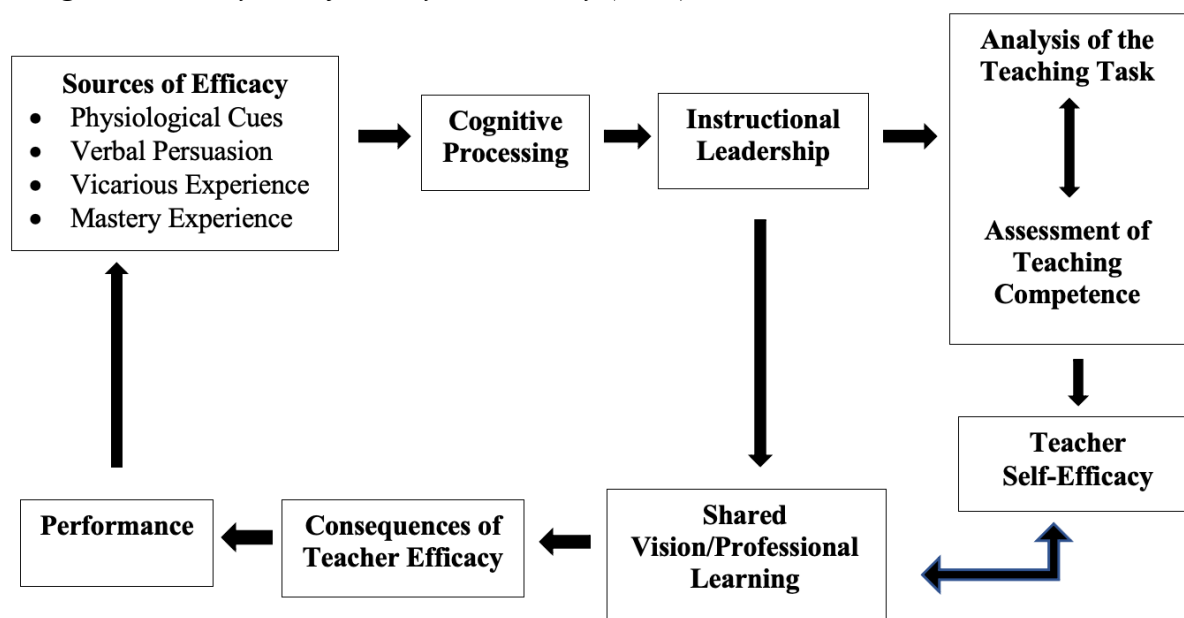


Figure 5.1 provides an outline of the structure of the study. The study implementation team was exposed to guided reading practices with professional learning and observations of the practices and received feedback based on implementation. The design team provided sources of implementation that provided a process and teacher competence based on a shared vision with

the implementation team. Teacher efficacy showed growth as well as the outcome of performance.

Based on Figures 5.2 and 5.3, the performance outcome showed a positive trend for each teacher on the implementation team. Table 5.2 shows the percentage of students who met or exceeded their growth from fall to winter and compares students who showed growth in the classroom. Table 5.3 illustrates a positive trend for the increase of students who met or exceeded their expected growth from the fall to winter data based on the consistent implementation of guided reading practices. Table 5.4 shows the impact of the implementation based on MAP data from the 2021-2022 school year fall-to-winter data compared to fall-to-winter data from 2022-2023. The comparison shows the difference between when the team implemented guided reading consistently versus when it did not. This finding shows that guided reading supports student learning and growth. This relates to providing teachers with the skills they need during the study.

Figure 5.2

Teacher Growth Data from Fall to Winter

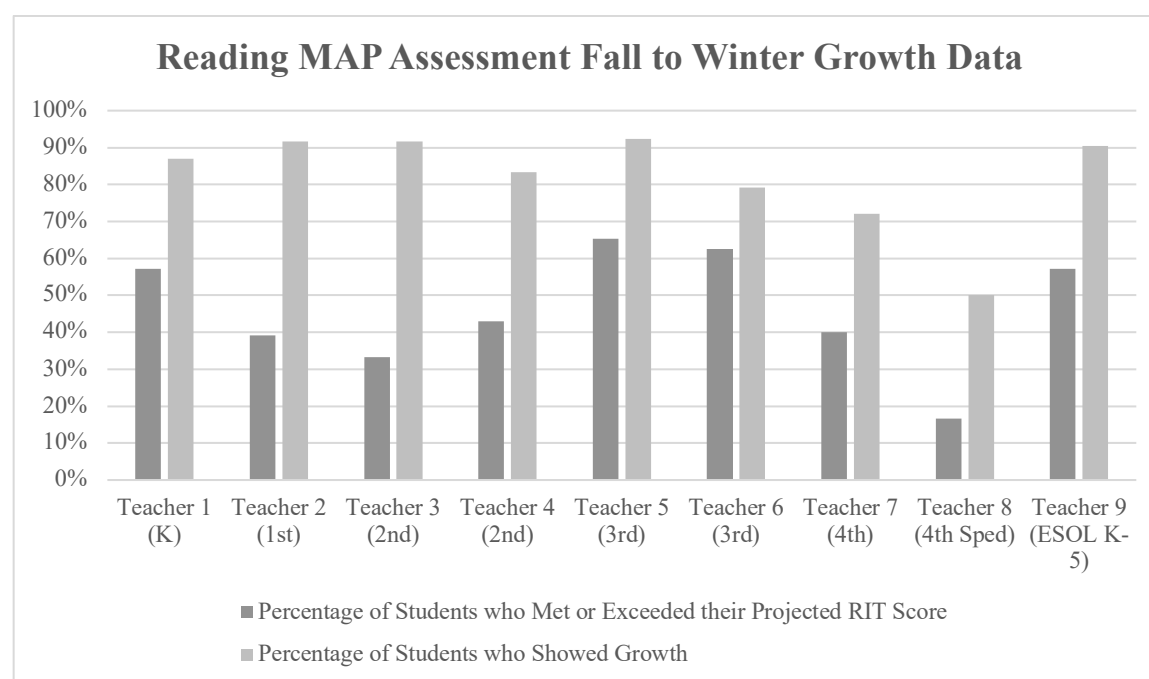
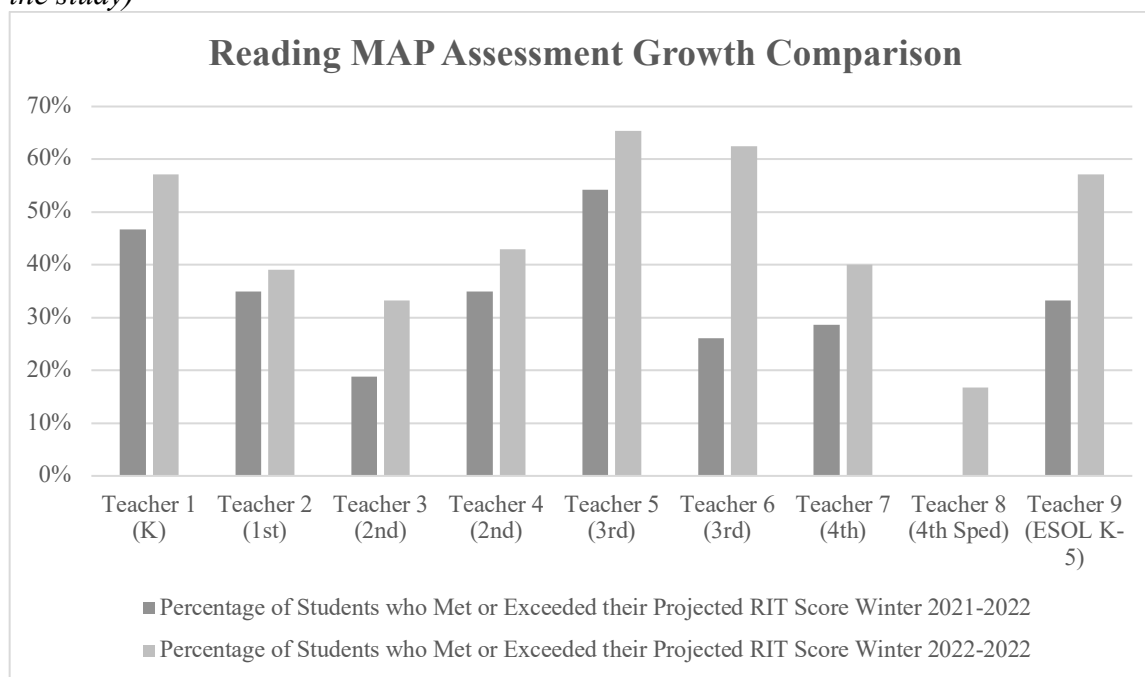


Figure 5.3

Teacher Growth Data Comparison from Winter 2022 (before the study) to Winter 2023 (during the study)



Results from Action Research Cycle 1

Cycle I of the study provided organization. During Cycle I, the design and implementation teams were interviewed to create a vision, structure, and guide to support the effective implementation of professional learning for guided reading and the practices at JES. Reoccurring themes emerged from the interview questions based on the research questions.

Findings and Research Questions

During the design team interview, school leaders were asked a question related to research question 1, the perception of the impact of structures put in place to build and maintain guided reading instruction at JES. The team was asked how teachers demonstrated that they recognized and accepted their individual and collective responsibility for teacher mastery. The

responses from the team and the perception of the teacher's practices were different. For example, the principal stated:

They demonstrate this by working to improve student achievement. They also take it personally when their children are not progressing as they thought they would. Most teachers and staff members contact their parents for buy-in and support.

At the end of the study, the response from one teacher corroborated this perception. In one journal entry, a teacher contacted the researcher about growth data. During that time, the teacher said that based on the consistency in guided reading practices, she expected her data to show that more students met or exceeded their growth than happened. This teacher expressed disappointment and took it personally that all the students did not show as much growth as she had hoped. However, when looking at the students' data, most of the students that met their growth were those who were high achieving. Based on previous data trends, teachers at JES cater to the needs of lower-achieving students. In responding to the same question above, the instructional coach stated:

Teachers do participate in collaborative planning where they discuss activities students engage in, but I do not believe they demonstrate responsibility for teaching all students mastery.

The perception of the academic coach is based on years of teachers confiding in her and not feeling as if guided reading was an effective practice. During the focus group, one of the teachers shared:

One thing I witnessed last year, and I think is my little success story, was when some kids came last year, a lot of them were reading in the first percentile. It was hard teaching them the strategies and helping them read. I definitely was not as consistent as I started

this year. However, when we were getting into testing mode before the Georgia Milestones retest, I started doing guided reading groups. The first time they took milestones, they had a Lexile of 275 or 250, and the retake score was a Lexile of 500. The student almost passed and only failed by 20 points. That student was in the first percentile at first, so it just does kind of show you that guided reading strategies do work. It appears as if teachers buy into guided reading and accept responsibility for students reaching mastery after they experience the effectiveness of the practice rather than buying into the practice because it was a school-wide practice. This led to the first theme, Theme 1: School-Wide Practices and Implementation. This theme is based on the practical implementation of school-wide practices and consistent implementation.

The design team was asked how school leaders equip teachers with skills to support and maintain teacher efficacy in guided reading instruction at JES. The design team was asked how school leaders model the importance of adult learning and if there has been an impact on school culture related to adult learning. The instructional coach stated:

School administrators do provide teachers with PL learning opportunities. Also, one of the administrators is in school working on her Doctoral degree, so I believe she is modeling the importance. However, I am not sure that much impact has been made on school culture or practices.

The principal stated:

We share what we have learned with staff during collaborative planning and faculty meetings. Additionally, we highlight and focus on continued adult learning. We also extend the offer for other staff members to take part in adult learning experiences. I think more than modeling; it is the action that school leadership puts in place. When we speak

to staff members, we speak to them based on research findings and data. We also are willing to help them improve based on the research that we are trying to implement.

These things support school culture.

Based on teacher responses, professional learning is provided but inconsistent in practice. Some responses from the implementation team stated that no professional learning opportunities were provided, while some teachers stated specific professional learning opportunities. This led to the first theme for this research question, Theme 1: Increasing professional learning opportunities.

Concerning school leaders drawing on expertise and experience within the staff to enhance efficacy and capacity, the instructional coach and principal agree that school administrators allow teachers who show interest in leadership to build capacity by co-facilitating professional learning within our school. The principal specifically stated:

School administrators draw on the expertise and experiences of staff by asking them to serve as mentors and teacher leaders and provide professional learning to other staff members.

Based on these responses, the second theme emerged from research question 2, Theme 2: Building Teacher and Collective Efficacy amongst staff.

Lastly, the design team answered questions related to the Action Research Team's role in collaborating to support and build that will impact teaching in guided reading at JES. The team was asked questions about the role of school leadership in keeping staff up to date with relevant research and giving examples of research currently being studied or reviewed by the staff. The instructional coach shared:

The school leadership does engage staff in practices that are up to date with relevant research, but I do not believe teachers are receptive to the information. Guided reading. This is one of the initiatives in our Continuous School Improvement Plan.

The principal shared:

All members of the school leadership team love learning; therefore, they are constantly learning new ideas and research-based strategies to increase student achievement and build staff capacity. However, we do not have any current research being studied at this time.

As a school leader and researcher, after this response, journal notes were taken reflecting on the fact that there is an implementation of research-based practices. However, the research behind the importance or effectiveness of that practice is not always shared amongst staff to create the why teachers need to buy in. This led to the theme for research question 3 being, Theme 1: Instructional Leadership.

During Cycle I, individual interviews with the implementation team also took place. The implementation team answered interview questions about how teachers perceived the impact of structures put in place to build and maintain guided reading instruction at JES.

The team was asked about identified instructional practices, authors, and resources and how often these things were observed in the classroom. Many teachers answered by mentioning a variety of instructional practices. The teacher stated:

There are a variety of instructional practices recommended or mandated at JES. They include differentiated centers or small groups, Guided reading, collaborative planning for instruction, a K-2 phonics program called Saxon Phonics, and word-rich classrooms with interactive word walls. However, differentiated centers/small groups and guided reading

are used intermittently in the classrooms I have observed, and collaborative planning, word walls, and k-2 phonics are used faithfully.

With most teachers mentioning guided reading amongst other practices, this supported Theme 1: School-Wide Practices and Implementation for the first research question. The next question related to resources at JES to support the implementation of guided reading. Although some teachers responded by stating resources, such as this teacher:

Some resources at JES are Saxon Phonics, the leveled library, readworks.com, and getepic.com.

Another teacher stated:

Lucy Calkins would be an author. Some resources are iStation, Saxon Phonics, Read Works, and Accelerated Reader; I don't feel like there is a uniform theory of teaching and learning that most staff is familiar with.

Several teachers responded that there was no uniform teaching and learning that most of the staff was familiar with. Therefore, the second theme emerged from research question 1, Theme 2: Professional development needs to identify provided resources. This theme allowed the teacher to develop an understanding of the resources within the building as well as how to use those resources.

The implementation team was also asked questions during the interview related to how school leaders equip teachers with skills to support and maintain teacher efficacy in reading instruction in guided reading at JES. The teachers' answers to school leaders providing professional learning were split. Some teachers felt that JES school leaders provide teachers with the opportunity for collaborative planning and professional learning on specific days; however, one teacher stated:

Currently, no professional learning opportunities are available to help the teachers improve instruction without directly going to the instructional coach or the AP yourself. We recently had math training that assisted with high-impact, research-informed instructional strategies. The learning impacted my instruction because it reminded me that the information previously reviewed needs to be recycled for the scholars to retain the information.

Another teacher stated:

Currently, I don't think there are any PLs (professional learning), maybe on Engage. The last PL or session on guided reading for me was during the summer at the BLT meeting. No, I have not been to a high-impact, researched-informed instructional strategies PL. From the BLT (building leadership team) meeting, I now have a visual example to model while in small groups.

While other teachers stated:

We have PLs in guided reading and math. I have been involved in both PLs. Yes, it changed how I teach and assess students in my classroom.

The fact that the responses did not align for all teachers showed school leaders that professional learning practices must occur more consistently. This supported the theme for research question 2, Theme 1: Increasing professional learning opportunities. Although it appeared from responses that professional learning opportunities were inconsistent, most teachers did feel that once a new strategy was introduced, it was a building practice to implement that strategy with the students. However, this did not mean that teachers bought into the new practice were present with one teacher stating:

The expectations are effective immediately. However, I don't think all instructional strategies introduced will work for all students; therefore, just because new strategies introduced should be required to implement.

The implementation team answered questions about the Action Research Team's role in collaborating to support and build practices that impacted teaching guided reading at JES. When it came to what processes teachers used if they needed support or resources, many teachers stated that they asked school administrators or the school instructional coach. One teacher stated:

Collaborative planning supports instruction and meets with our instructional coach and vice principal to troubleshoot. Typically, we talk about any resources or advice that can help support our instruction.

Teachers said they would like to see more professional learning at JES and hoped that it would include modeling. One teacher specifically stated:

I would love more professional learning opportunities at the school level. In these PLs, please actually teach us how to implement the strategies with our group of students. I often feel like the PLs are generic and work for perfect classes.

The feedback from these interviews supported the first theme for research question 1, Theme 1: Instructional Leadership, and pointed out Theme 2: Addressing Teacher Needs.

Results from Action Research Cycle 2

In Action Research Cycle 2, most data collected came from journal notes from professional learning and collaborative sessions, observation notes, and the focus group. In Cycle 1, the researcher and instructional coach provided teachers with professional learning related to guided reading instruction. After the initial professional learning, the design team assisted teachers in reviewing data to create small groups for guided reading delivery. At this time, the

teacher collaborated, shared ideas, and more. One teacher gave teachers an outline of guided reading expectations at each reading level. In the journal notes, the researcher noted the excitement of the teachers when a guide was provided for instruction.

After the initial professional learning and collaborative sessions, the first round of walk-throughs took place. Based on observation feedback notes, most teachers had the students working in nonnegotiable stations that included vocabulary or word study and independent reading with responses. Guided reading was taking place in each classroom as well. Another guided reading action that was evident amongst all teachers was introducing the book. At this time, teachers discussed text features, activated background knowledge, made connections, and pointed out new words. However, according to observation notes, only one teacher set a focus for instruction with the students. The teachers did have the students read during the guided reading group. However, three teachers of the nine needed to follow the appropriate protocol of having students read aloud at levels A-K or read silently and aloud when the teacher tapped in at levels L+. Another finding was that 2 of those teachers had students engaged in “round robin or popcorn” reading which is not an appropriate practice for guided reading.

After the first round of walkthroughs, the teachers were provided feedback in the form of glows and grows. The design and implementation team met for a collaborative session. The researcher highlighted the key findings with the teachers to ensure a focus was set for the lesson and the appropriate reading techniques required for guided reading instruction. Highlights were that students were all in small groups or engaged in reading tasks, and each teacher delivered guided reading instruction. One journal note from the researcher recalled that the ESOL teacher was able to provide the team with strategies that could be applied to all students that needed additional language support.

After this collaborative session, a focus group session took place. The focus group questions aligned with research question one and supported the related themes. RQ1: How do teachers perceive the impact of structures put in place to build and maintain Guided Reading instruction in an urban setting? The themes that emerged from the questions were implementing school-wide practices and implementation and professional development needs and identifying provided resources. The teachers were asked how many times a week they pull their students for guided reading and what that looks like in their classroom. Most teachers stated that they met with their guided reading groups three to four times a week. One teacher stated:

If I do get to five, it's my lowest group. I meet with them for like 10 minutes we go over letter sounds and phonics skills. It's like, I see you Monday, and here's your letters the rest of the week, and we work on CVC words with some friends. Also, everybody else is rotating to different activities (iStation, reading comprehension passage, sometimes writing, phonics, or grammar), and then I definitely try to pull my small, guided reading group. I do like maybe one day where I might pull my writing groups or, depending on where you are as a writer, pull you guys confer and send you back to work on things because I want to do that more.

Another teacher shared:

Every time I meet with my students, there are certain things I do with every group; no matter your level, I have index cards with blends and whatever the sounds were if it wasn't her from the beginning. With my higher kids, I knew they don't necessarily need sounds, but we practice whatever sight word list they were on. We practiced letter recognition, letter sounds, blends, or whatever diagraphs we have been working on, and their sight words, and then we would jump straight into reading the level text.

Teachers were also asked how many students were in their group and how they maximized effectiveness. Typically, with a small group within guided reading, four to six students are appropriate, but to the researcher's surprise, many teachers wanted to max their groups at four students. However, some teachers stated how this was unreasonable considering the number of students in their class, and it would require them to have more than five groups of students with no paraprofessional support. One teacher stated,

I think three is ideal. I just had to create another group, so my lowest group right now is three students. I think that will help those students, but my other ones are all five students and each just because if I don't make it five, then I'll have too many groups, and it's hard to see all of them. I think, hopefully, those three students will definitely help them optimize their learning, but ideally, I think you should have three for them to progress.

During the focus group, another teacher agreed:

I agree, three, when working with struggling readers because you know their groups are the same based on their abilities. As a teacher, you know they have certain concepts of sounds, and some may be able to read. I do four and a few with five in a group just because of my class size, and that way; I don't have like eight groups going around.

Next, the teachers were asked what strategies they used within the guided reading that best supported their students. Most of the teachers discussed using a technology software provided at the school called iStation that fills in the gaps for students. So, the researcher asked the teachers what they use outside of technology. Many teachers then agreed that they used leveled readers to support the students. At JES, there is a bookroom with a fiction and nonfiction leveled library that the teachers can use to pull books that support the students' instructional levels. A teacher spoke of how she used leveled readers:

I know that when I work with students, I pull leveled readers. Sometimes I download the leveled readers or copy them to send them home as well.

This led to another teacher stating:

When parents are interested and are willing to work with you because they know their child is struggling. You can see a difference when parents provide support. I've worked in public, charter, and private schools, so it's an eye-opener to see what private school parents will do for their children versus charter school parents vs. public school parents like and it is a game changer.

The last question teachers were asked during the focus group related to the effectiveness of guided reading for struggling students. The teachers also reflected on what the process looked like. One teacher shared an eye-opening experience:

I'm kind of just thinking about the first experience where I was like, what you did, you really worked. I saw it in my first couple of years of teaching. One of my lower groups, like the C group and we, were consistently working on this one book for like three weeks, and it was a fairly easier book, but the questions that I would ask them each time I kind of put my own spin on them to make them think deeply about the text. You know how they have questions within the text, about the text, beyond the text kind of questions, so I really tried to focus on those beyond the test questions. I realized when I was doing that it was making text-to-self-world connections, but it also helped them progress as readers as well right they were able to comprehend. So, I knew that once they fully comprehend this book let's go to the next level. Well, what they were practicing in that first level, they carried on with them to the next level, so they were still looking deeply, and it just helped them move. They definitely moved further than I expected them to.

Many teachers shared similar experiences and believed this focus group and conversation allowed the teachers to see many successes within the guided reading practice if implemented with fidelity.

Results from Action Research Cycle 3

In Action Research Cycle 3, the data collected came from journal notes from collaborative sessions, observation notes, and the final survey. There was a difference between the initial and second observations when reviewing observation notes. As before, the students engaged in learning stations if they were not participating in guided reading with the teacher. This time around, more differentiation between each learning station was observed. The teachers in all grade levels had students in at least three to four groups around the room focusing on word work or vocabulary, independent reading, writing, and responding to literature. According to observation notes, all teachers introduced the book by discussing text features, making connections, and reviewing vocabulary. In the final observation, teachers also set a focus for the lesson, whether that was a comprehension skill, standards-based skill, or fluency building. The focus differed from the initial observation, where only a few teachers set a focus for the instruction. During the second observation, another noticeable difference was a "glow": the students were reading at their appropriate text level using the practice in place for reading. No teachers or students participated in "round robin or popcorn" reading. The most notable observation and feedback provided as a "grow" was that many teachers did not close the guided reading group instruction. During the initial observation, a few teachers did discuss comprehension just as they did this time, but some teachers guided reading group ended promptly after reading the text.

During the follow-up collaborative session, the researcher reminded teachers to elaborate on the comprehension skills used to set the focus and close the guided reading group by properly discussing the text to support comprehension, reviewing the focus of instruction, or allowing students to share learning. The researcher's journal notes showed notable improvements based on feedback. Also, some teachers were doing things within their guided reading groups that other teachers suggested in previous collaborative sessions, such as having students use pointers and making the comprehension strategies interactive and engaging for students.

After the study, the second questionnaire was given to the teachers to assess teacher efficacy. There was over one point of growth on each item. The top-rated items were getting through to challenging students, promoting student learning without support at home, and increasing student memory of what they have been taught in previous guided reading lessons. Based on the survey, implementing professional learning practices impacted teacher perception of each item below. Students also were given the MAP assessment for the second time during the year for reading to assess student growth. There was also a change in teacher data related to student growth when comparing this school year, 2022-2023, to the teacher's data from last year at this same time, and no consistent implementation of guided reading practices in 2021-2022.

Chapter Summary

The research study aimed to improve teacher efficacy within guided reading by providing teachers with the professional learning needed to support them. This chapter provided the findings from the research study based on data from interviews, focus groups, observations, journal notes, questionnaires, and teacher data. This data supported the findings that implementing professional learning related to guided reading and guided reading practices supported teacher efficacy and student growth. The beginning of this chapter provided the

themes that emerged from the study along with a questionnaire and teacher data and provided finding from each action research cycle. As the study concluded, chapter 5 findings show that when provided with consistent professional learning, observations, feedback, and collaborative planning, teacher efficacy will be impacted in a positive trend.

CHAPTER 6

DISCUSSION OF THE FINDINGS

This research aimed to equip teachers with the skills to teach guided reading effectively. Refining guided reading instructional practices through professional learning and using an instructional coach to model instruction and provide feedback would build teacher confidence and support students' improvement. These components depended on the school administrators being instructional leaders and providing guidance and opportunities for professional learning. If guided reading became a part of the building culture, it could positively impact the school building's collective efficacy.

The following research questions were created concerning the problem and purpose at JES. Answering these questions helped build teacher efficacy, collective efficacy within the building, and guided reading as an instructional practice:

1. How do teachers perceive the impact of structures put in place to build and maintain Guided Reading instruction in an urban setting?
2. How do school leaders equip teachers with skills to support and maintain teacher efficacy in reading instruction in Guided reading in an urban setting?
3. What role does an Action Research Team play in collaborating to support and build that will impact teaching in Guided reading in an urban setting?

Summary of the Findings

The findings from the research study were based on data collected throughout the study. The study shows that with proper implementation of guided reading after professional learning

and consistent practices are in place, teacher efficacy in providing guided reading instruction and student data grew. The teacher data supports that consistent implementation of guided reading practices impacts guided reading instruction. These observations are outlined in Table 6.1 and Figure 6.1.

Table 6.1

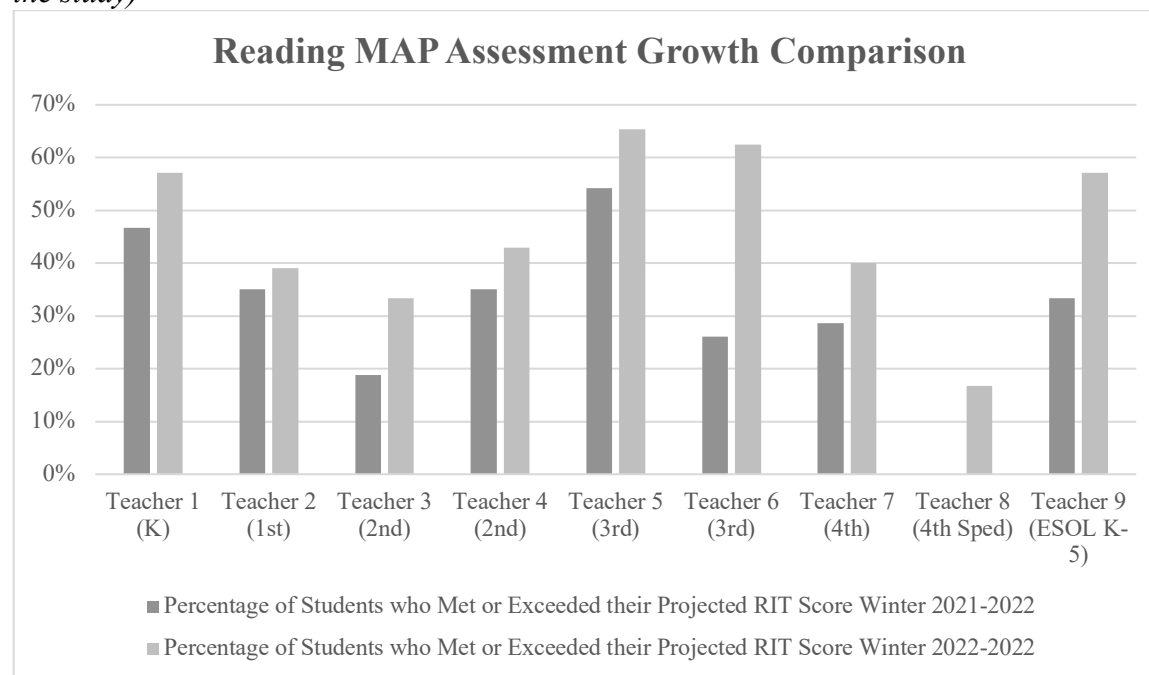
Teacher Efficacy Survey Results

Survey Items	Average Score at the Start of the Study	Average Score at the End of Study	Difference Between the End and Start of the Study	Number of Responses
How much can you do to get through to the most difficult students during guided reading instruction?	5.2	7.1	1.9	9
How much can you do to promote learning in guided reading when there is a lack of support from the home?	5.5	6.7	1.2	9
How much can you do to keep students on task on difficult assignments during guided reading instruction?	5.5	7.3	1.8	9
How much can you do to increase students' memory of what they have been taught in previous guided reading lessons?	5.5	7.4	1.9	9
How much can you do to motivate students who show low interest in independent reading assignments?	5.5	7.1	1.6	9

How much can you do to motivate students who show low interest in independent reading assignments?	6.2	7.9	1.7	9
How much can you do to overcome the influence of adverse community conditions on students' learning?	5.3	6.8	1.5	9
How much can you do to overcome the influence of adverse community conditions on students' learning?	5	6.7	1.7	9

Figure 6.1

Teacher Growth Data Comparison from Winter 2022 (before the study) to Winter 2023 (during the study)



Additionally, a connection between the study and the theoretical framework was evident.

Murphy and Hallinger's (1985) instructional leadership theory connected to the research because

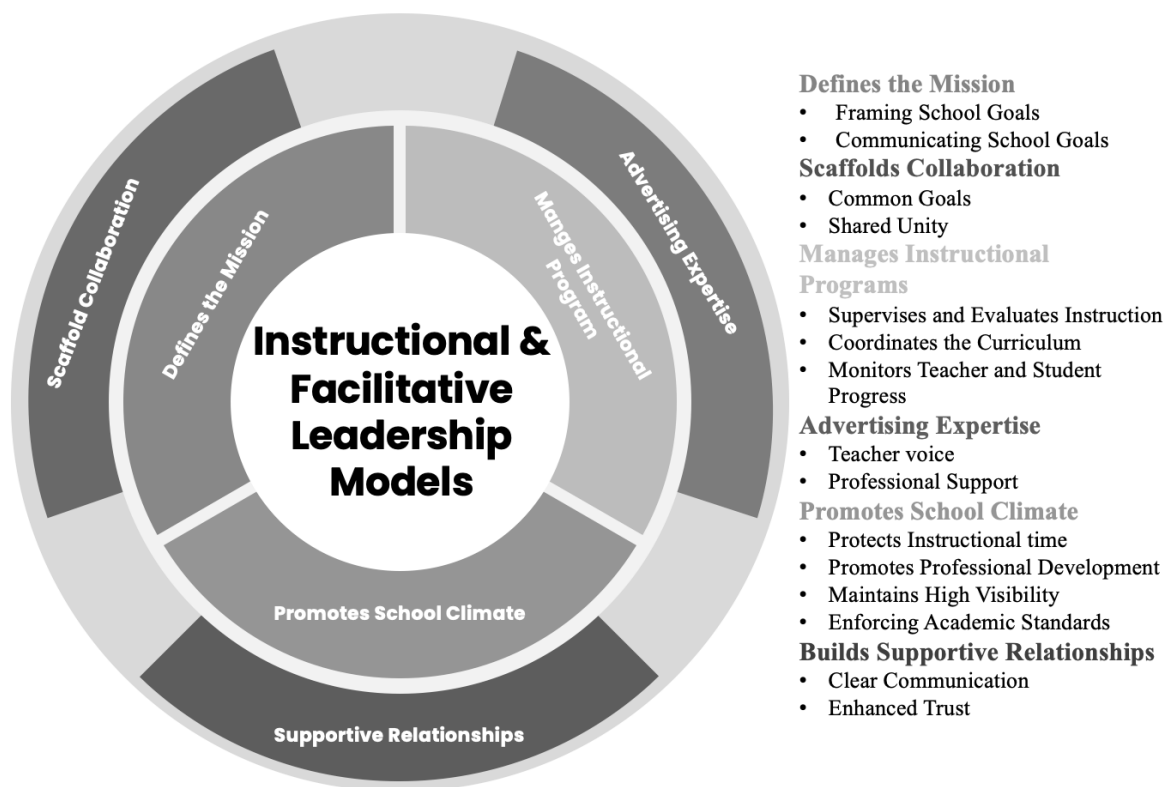
the study related to how instructional leadership impacted teacher efficacy in guiding reading instructional practices. The study aimed to help teachers build their self-efficacy to improve their instructional delivery by ensuring the school's instructional program was in place. Structure and defined goals supported the climate and the building of teacher motivation and confidence. When teachers knew the school's expectations related to guided reading, they would provide instruction geared towards managing the instructional program. School administrators supervised and evaluated guided reading instruction and monitored teacher and student progress. Building teacher efficacy by providing professional development included enforcing standards, protecting instructional time, and maintaining visibility (Murphy & Hallinger, 1985).

Another theoretical framework explored was facilitative leadership. This framework related to the study because it demonstrated how leadership could establish collective teacher efficacy by communicating clearly and establishing shared goals. In addition, this framework supports building social and interpersonal relationships and enhancing trust (Nordick et al., 2019). With the wide range of teacher experience, scaffolding collaboration, and professional learning were vital in understanding the diverse needs of the building.

According to the data, the connection between the instructional and facilitative leadership theories came together to support teacher efficacy at JES. Teacher efficacy improved after teachers were adequately equipped with skills and knowledge that supported guided reading practices. This study created a structure of practices that were part of the recurring themes, school-wide practices and implementation, professional development needs, identifying resources, and increasing professional development opportunities to address teacher needs.

Figure 6.2

Murphy and Hallinger's (1985) Model of Instructional Leadership and Nordick et al.'s Facilitative Leadership in Actuating Collective Teacher Efficacy.



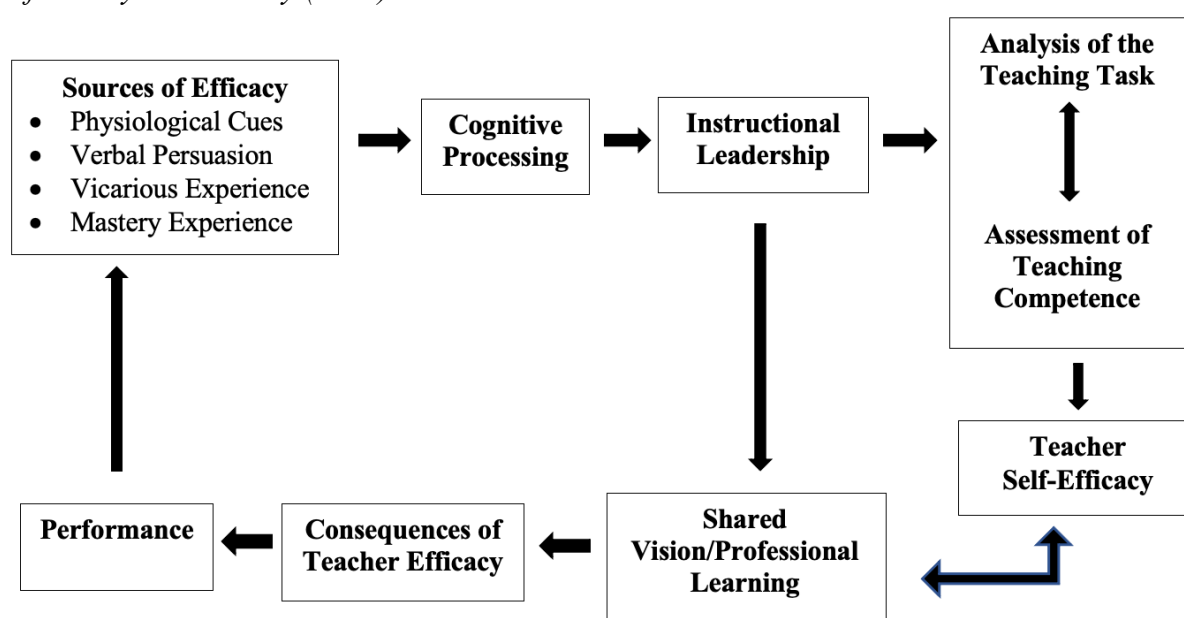
Teachers develop self-efficacy with sources of efficacy (performance outcomes, verbal persuasion, physiological feedback, and vicarious experiences) and instructional leadership (Cansoy & Parlar, 2018). Throughout the study, the building developed a shared vision between teachers and instructional leaders and the relationship with performance outcomes related to guided reading instruction and practices. Figure 6.3 shows the model that guided the study. This fits the research study because it provided a cycle demonstrating how sources of efficacy and instructional leadership impacted teacher efficacy.

Another impact the model revealed was the sources of efficacy, how they were processed, and how school leaders analyzed teacher competence to create a shared vision, develop professional learning, and build teacher performance. During the study, administrators

observed teachers teaching guided reading to provide feedback after learning and addressing teacher needs. Building needs were addressed, and school leaders provided guided reading professional learning to build teacher competence and efficacy. The consequence was teacher efficacy improvement concerning guided reading instruction.

Figure 6.3

Logic Model Graphic: Based on Tschannen-Moran and colleagues' Integrated Model of Teacher Efficacy and Instructional Leadership: A Research-Based Guide to Learning in Schools by Woolfolk Hoy and W. Hoy (2009)



Major Findings Related to the Literature Reviewed

Guided Reading

The guided reading instructional strategy was the focus of this research study. Guided reading is an instructional pedagogy in which the teacher offers the framework and purpose for reading and reacting to the content read (Nicholas et al., 2021; Ramsa & Rawian, 2021; Sya'ban & Reflinda, 2021). The idea of guided reading was brought to the forefront of the education system in the United States in 1996 when Fountas and Pinnell published "Guided Reading: Good First Teaching for All Students." This book was instrumental in bringing the concept of guided

reading to the forefront of the education system in the United States (Shelton, 2021). As a result, they were a component of a more comprehensive and comprehensive framework for the instruction of literacy (Shelton, 2021).

Based on research, guided reading was implemented as part of the JES continuous school improvement plan. This strategy was selected because of the impact because children reading at a level below their grade level were allowed to advance in their reading levels and, more importantly, catch up during the guided reading (Chai et al., 2020; Geuke, 2022). This research study used guided reading in each teacher's classroom. The classroom makeup varied from balanced-level classrooms, cotaught classrooms, English as a second language (ESL) classrooms, and Early Intervention Program (EIP) classrooms. Teachers in each classroom understood that students reading below their grade level did not benefit from exposure to more difficult language alone in becoming successful readers of text at their grade level (Ankrum, 2022; Hodgkinson & Small, 2018; Kelly, 2020). Additionally, teachers provided students with reading material appropriate for their instructional level rather than their independent level. This knowledge of and implementing guided reading practices with fidelity positively impacted teacher efficacy and instructional delivery.

Positive Effects of Guided Reading

Reading instruction in guided reading has been shown to improve student's general test performance and their comprehension and fluency in reading (Chamli, 2022; Odell, 2012; Taylor, 2021; Reid, 2020). Teachers provided differentiated instruction to students during guided reading because they could meet students at their instructional reading levels, guide them through decoding and comprehending text, and instruct them in the habits and strategies to help them become proficient readers. Guided reading was the instructional strategy used during this

study. Teachers followed the model of meeting students at their instructional level. During the study, teachers were told that guided reading instruction is a proactive strategy for the needs of students through a high-quality teaching framework (Talerico, 2018; Jones & Feng, 2022; Sioringas & Steier, 2019). Throughout the study, teachers adapted their instruction to meet the specific needs of individual students. After the study, the impact of provided professional learning and the increase in teacher efficacy positively impacted student learning.

Students reading below grade level benefitted from guided through a suitably demanding text based on their instructional reading. This instructional strategy benefitted all students at varying levels. Fountas and Pinnell (2010) stressed the significance of elementary students receiving individualized teaching to become proficient readers. Students could apply what they had learned in the lesson context to other reading activities when they participated in guided reading, providing the appropriate atmosphere. Using texts that are appropriate for the instructional level of the students in the group, concentrating on reading strategies that are appropriate for that stage in the students' development, monitoring the students' progress frequently and consistently, maintaining the groups' flexibility and dynamic nature, and working toward the development of independent and fluent readers are all hallmarks of guided reading (Thomas & Dyches, 2019).

Throughout the study, teachers commented on how their students progressed and showed growth based on the practice of guided reading. As stated in the research, the structure of guided reading instruction allowed teachers to differentiate for all their students by addressing those needs within the context of a small group guided reading lesson (McNeil, 2022; Morris, 2019; Krauch, 2020). Teachers in the study used leveled books to meet the students at their

instructional level. With these practices and comprehension strategies reviewed, the effects of the research were positive for the teachers and students.

Teachers' Perceptions and Practice of Guided Reading

At the start of the research study, many teachers felt more confident in their ability to teach reading than expected. As time passed during the study and professional learning took place, teachers began to admit that they had not been doing guided reading effectively or at all prior to the study. The trends of perception and practice remained the same at JES as in the research; teachers of students in lower grades were more likely to use guided reading daily than teachers in higher grades. Researchers also mentioned that teachers needed more time to offer guided reading to their students and that teachers must be provided with all the materials and support required for guided reading instruction to be successful (Reid, 2020; Rogerson, 2018; Ugonnaya Etumnu, 2018). Another concern teachers had during the study was organizing what the other students would be doing while they pulled a small group. However, professional learning addressed this concern for teachers and provided classroom structure. The use of guided reading varied significantly from classroom to classroom (Schiebel, 2018). Some classrooms had three small groups, while others had four, all depending on the instructional reading levels of the students in a classroom (Schiebel, 2018).

While teachers addressed the organization of their classrooms, no matter the classroom circumstances, the instruction provided for "guided reading" must have all the necessary components; otherwise, it should not be labeled "guided reading." Reeves (2011) concluded that guided reading is used to "provide a demonstration of skills, strategies, responses, and procedures; provide interventions around scaffolded instruction for students; facilitate a group response between students around a shared text; or facilitate a group response between students

around multiplication," (Reeves, 2011, p. 12). Throughout the study, teachers were taught and delivered guided reading following the appropriate components. Teachers leveled the students in homogenous groups and used information from classroom assessments and the Measures of Academic Progress (MAP) assessment to decide what would best benefit students during the guided reading group.

Reading improvement among the instructors' charges was more likely to occur when the teachers had faith in the abilities of guided reading to handle the unique requirements of each student (Ferguson & Wilson, 2009). Based on this research, the study aimed to support teachers in building self-efficacy related to guided reading instruction. Instructors could only offer literacy instruction of high quality and balanced curriculum with a comprehensive awareness of the many facets of literacy and how they interact (Presley, 2019). Teachers in this study were challenged to implement guided reading practices with fidelity. Highly effective instructors immerse their readers in authentic literacy-related activities and extensive explicit teaching. Teachers emerging their students in literacy and explicit teaching is a point teachers learned during professional learning. Teachers in the study understood that the research shows that the most successful classrooms used frequent exposure to simple texts, which assisted students in developing fluency, comprehension, and achievement in their reading. Those exceptional teachers used the accomplishments of their students as a springboard to build multi-tiered courses that suited students with varying levels of capability (Presley, 2019). This knowledge and change of perception encouraged the teachers participating in the study to implement guided reading practices within their classrooms.

Teacher Efficacy

The knowledge that educators' beliefs in their capacities are a significant factor that helps predict successful classroom outcomes was a major component of this research study. Bandura (1997) suggested that goal setting and attribution processes are likely responsible for teacher efficacy's effect on students' outcomes. This research showed a correlation between teacher knowledge of guided reading and the instructional delivery of guided reading. Educators who believe in their potential to achieve success inspire themselves and their students to reach new heights, accept personal responsibility for their lessons' impact on their students' lives, and refuse to give up no matter their challenges. Bandura's research in 1997 suggested that enhancing teacher efficacy could assist students in achieving their academic and emotional goals. The hypothesis that improving teachers' performance will result in better schools has been put to the test by a variety of skill-development schemes with varying degrees of success. At JES, this hypothesis showed to be an accurate perception.

At the start of the research study, teacher efficacy showed that teachers felt most confident about motivating students interested in reading. On a nine-point scale, the average scores ranged from five to six related to all components except motivating students interested in reading. Teacher efficacy refers to the degree to which educators believe their actions will improve students' academic outcomes. One's expectations can change in response to new information, particularly evaluations of the outcomes of subsequent efforts made by oneself or peers accomplishing comparable tasks (Kim & Seo, 2018). According to Bandura's theory (1999), self-efficacy is a regulatory mechanism that affects behavior in four ways. These include: (a) enacting cognitive processes, (b) adopting loftier objectives, (c) creating enhanced goal commitment, and (d) expecting goals to be attained despite failures. A powerful feeling of

agency drives people with high self-efficacy, believing that their efforts are the primary factor in determining whether they are successful (Kim & Seo, 2018). People with strong self-efficacy can control negative ideas that drag down their performance by establishing coping methods through emotional processes. This study examined the impact formal professional learning would have on teacher efficacy.

Based on the research, teachers who were trained correctly felt more confident in their teaching abilities despite the school's location being in urban or suburban areas (Liaw, 2017). Experienced teachers typically feel more confident based on having a broader repertoire of knowledge and techniques for coping with conditions and challenges within their respective teaching contexts; therefore, they are less sensitive to school location than inexperienced teachers (Bergmark, 2020; Stahnke & Blomeke, 2021). These trends showed throughout the research study at JES. Teachers with more experience felt more confident in their teaching ability and had a higher efficacy rating on the survey. On the final efficacy survey, each rated component improved, which means instructional efficacy related to guided reading improved. Overall, the rated items improved by over one point.

Teacher efficacy showing growth during the study impacts the collective efficacy amongst the staff related to guided reading. Collective teacher efficacy correlated favorably with student achievement gains. Within the research, there was a correlation between a school's level of collective efficacy and its performance (Madimesta et al., 2018). The teachers in environments with higher collective efficacy were more persistent than those with low collective efficacy, planned more, and viewed failure as a temporary setback that did not discourage them. Because of this, if school leaders could find a way to enhance collective teacher efficacy, students would have a better chance of overcoming their circumstances. In this research study, professional

learning and collaborative meetings amongst the implementation team supported teacher and collective efficacy.

Principals, Teacher Efficacy, and Guided Reading

The research study relied heavily on instructional and facilitative leadership models. These models impacted the culture of professional learning within the building. The school's culture or the teachers' personal experiences shape their confidence in fostering student learning, including reading (Protheroe, 2008). Principals support the development of a sense of efficacy for individual teachers and the entire school. Within this study, school leaders realized the need for consistent professional learning practices with guided reading to shape and build teacher efficacy. Based on the research, building teacher efficacy can retain teachers and build positive relationships among all stakeholders. Teachers who have confidence in their ability to help all students fulfill these rigorous expectations are more likely to demonstrate instructional practices that promote this outcome (Protheroe, 2008). It is not enough to hire and retain the brightest instructors; they must also believe they can successfully face the challenges of the task at hand, as stated by Goddard et al. (2000). The research by Ma and Marion (2021) showed that effective instructional leadership directly and positively impacted teacher morale. Faculty members' trust increased due to the school's explicit objective, effective instructional program, and supportive learning environment. Teacher effectiveness was affected by instructional leadership methods through faculty trust in the principal rather than directly (Ma & Marion, 2021). Once staff in this research study realized that the practices and implementation of guided reading would remain consistent and they would be supported with feedback, the teachers persisted through proper implementation.

School principals are essential in actuating teacher efficacy (Cansoy & Parlar, 2018; Nordick et al., 2019). Nordick et al. (2019) explored principals' attitudes, practices, and behaviors who developed collective teacher efficacy. During the initial interviews in the research study, it was clear that teachers needed consistent practices and professional learning to support their implementation of guided reading. Being an instructional or facilitative leader involves effective professional development. Zepeda (2019) gave school leaders the understanding and knowledge to implement professional development throughout the building effectively. In understanding the impact of professional learning and appropriate delivery of instruction, teachers will grow and develop self-efficacy in areas of focus related to professional learning.

Teacher Self-Efficacy and Guided Reading

This research investigated the correlation between teaching guided reading and teacher efficacy's role in reading practices. Even after decades of research investigating instructor attitudes on self-efficacy, reading pedagogical expertise, and feelings of weariness, these trends continue to be observed in the classroom (Reeves, 2011; Sellers, 2021; Yanez, 2015). Although guided reading and teacher efficacy have not been studied as often, researchers found that opportunities to apply guided reading instructional practices in diverse learning settings and allow time for reflection on individual beliefs, philosophies, and reading pedagogy is necessary more than ever (Reeves, 2011; Sellers, 2021; Yanez, 2015).

Yanez (2015) discovered that the instructors' self-efficacy level has a role in implementing guided reading with students who struggle with reading. Our school data at JES, an urban school, showed students who fall below grade-level standards. However, Reeves (2011) found that the guided reading approach needed to be utilized to its full potential in the classroom, despite many teachers claiming to have received training in the guided reading method.

Researchers also found that educators working in schools located in areas with low academic achievement reported employing guided reading less frequently due to worries about their efficacy and ability to do so (Sioringas & Steier, 2019; Weinsten, 2019). Therefore, it was essential to this study to provide teachers with professional learning, tools, and resources to implement guided reading effectively. One reoccurring theme during this study was implementing school-wide practices with fidelity. Based on the research, teachers concurred that they could benefit from additional chances for professional growth and development (Naples-Nakelski, 2004). This fact was no different at JES; teachers needed consistent professional learning, observations, and feedback to promote their efficacy and help improve guided reading practices.

Major Findings Related to the Research Questions

Research Question 1

How do teachers perceive the impact of structures put in place to build and maintain guided reading instruction in an urban setting? At the beginning of the study, teachers felt that there needed to be more structures in place to build and maintain guided reading instruction at JES. Based on the teacher interviews, consistency in practices and proper implementation of professional learning related to guided reading were absent at JES. The design team reviewed the feedback from the implementation team and school data to develop an implementation plan. This plan provided professional learning, collaborative sessions, and observations with proper feedback to create structures to build and maintain guided reading.

Throughout the study, teachers were provided with the expectations of school-wide practices and implementations and professional development based on need. Each teacher completed a survey about their needs related to guided reading practices and implementation.

With this knowledge, the design team provided specific professional learning sessions to support teaching practices. After the study, teachers noted the effectiveness of consistent practices with guided reading. The survey results from instructional efficacy improved. The improvement results from the survey, along with consistent practices, showed the design team that teachers now understood what the expectation was related to guided reading and how to effectively deliver instruction to students based on those expectations.

Research Question 2

How do school leaders equip teachers with skills to support and maintain teacher efficacy in reading instruction in guided reading in an urban setting? At the beginning of the study, teachers took an instructional self-efficacy survey related to guided reading instructional practices. These survey results established a baseline of teachers' feelings concerning guided reading at JES. Research showed that impacting teacher efficacy with guided reading practices would depend on professional learning. Based on survey results and interviews with the implementation team, teachers felt this would support their individual and collective efficacy.

During the study, school leaders were charged with increasing professional learning opportunities to equip teachers with knowledge. Professional learning increased teachers' confidence in their ability and impacted the instruction delivered to students. For the study, this meant consistent delivery of instruction and guided reading practices. The design team worked with teachers in groups and individually to support teacher learning, observe teachers, and provide feedback. After the study, teacher efficacy improved in all areas. Teacher self-efficacy related to guided reading showed more than a one-point growth in each domain. This information was based on the instructional efficacy questionnaire teachers completed at the end

of the study. Therefore, school leaders properly equipped teachers to grow teacher efficacy within JES.

Research Question 3

What role does an Action Research Team play in collaborating to support and build that will impact teaching in Guided reading in an urban setting? The action research team played an essential role in collaborating to support and build guided reading practices in guided reading instruction at JES. The design team met to review reading data, interviews, and professional learning and instructional self-efficacy related to guided reading surveys to examine school needs. After reviewing this data, school leaders created an instructional plan for JES. This plan relied on school leaders being instructional and facilitative leaders and implementing the logic model practices concerning the study. The logic model included understanding the sources of efficacy and providing teachers with the shared vision and professional learning needed to support guided reading practices.

With that, the school leaders became instructional leaders to ensure that teachers were prepared to provide instruction and address any needs teachers had that impacted their ability to provide guided reading to students. After the study concluded, the consequences of these actions were improvement in teacher self-efficacy related to guided reading instruction. The impact on collective efficacy came along because of the collaboration among the implementation team. Each team within the study worked together to build and provide evident practices related to guided reading. Based on the data at the end of the study, this impacted instructional practices and student growth in a positive way.

Limitations of the Current Study

Limitations within the research study exist because of the nature of qualitative research. One of the initial limitations surrounding the research came about based on participant responses on the design and implementation team. Because qualitative research is open-ended, participants have more control over the content of the data collected. Conversations were facilitated to ensure that participants accurately perceived the reality at JES. However, there is a possibility that participants responded in ways that would favor the researcher or try to avoid putting JES in a negative light. This action could lead the study to have some biases, along with the sample size of the participants being nine teachers and three school leaders. The number of participants is considered a small sampling.

Another limitation surrounding the study is that qualitative research is perspective based. Sometimes it was difficult not to assume causality at the beginning of the research. The researcher had to understand that following through with the study would lead to conclusions based on the data collected. Even then, correlation does not always equate to causation.

Implications and Recommendations for Practitioners

Guided reading is an effective strategy for teaching reading to students (Fountas & Pinnell, 1996). The children reading at a level below their grade level were allowed to advance in their reading levels and, more importantly, catch up during the guided reading (Chai et al., 2020; Geuke, 2022). Therefore, practitioners using guided reading for instruction will be able to support the learning of all students better.

Additionally, most teachers reported that professional development affected their knowledge of content, pedagogy, and curriculum because it was related to their teaching experiences and teacher learning. One positive finding is that teachers connect the information

provided in professional development sessions to their previous teaching experiences and learning to provide high-quality reading instruction (Martin et al., 2018; Smith, 2020; Taylor, 2021). Most teachers will be motivated to improve their literacy skills in an effective professional development program. The studies, however, revealed that more should be done to determine whether teachers are prepared to teach guided reading based on their education, work experience, and other relevant criteria (Martin et al., 2018; Smith, 2020; Taylor, 2021).

Implications and Recommendations for Researchers

Implications and recommendations for researchers varied throughout the study. One consistent practice that is recommended is the collection of varied data. Throughout the study, the researcher collected various forms of data, including a researcher journal, observation notes, instructional efficacy questionnaire, and interview and focus group responses. These data collection methods supported the researcher in understanding the effectiveness of the study. One-on-one semistructured interviews and focus groups allowed for fluid conversations, and many ideas and perceptions were brought out during this time.

An implication that arose during the study was the implementation of professional learning and the research behind it to effectively implement the practice. At JES, the researcher realized that professional learning is sometimes implemented inconsistently with little follow-up from school leaders. However, during the study, consistent implementation and observations, and feedback improved teacher practice.

Implications and Recommendations for Policy Makers

Teacher effectiveness was affected by instructional leadership methods through faculty trust in the principal rather than directly (Ma & Marion, 2021). Policymakers and practitioners may use the study's findings to inform decisions and initiatives to boost teachers' efficacy in the

classroom. Principals can use the findings of this study to inform their decisions about improving teachers' collective efficacy (Nordick et al., 2019). What the principal implements could positively impact the collective efficacy of the building.

Wisink (2019) states that teacher efficacy and professional development are essential to teacher retention. Building teacher efficacy through deepening teacher knowledge through professional learning, collaboration, and engagement supports high-needs schools (Ohlson, 2018). This requires school leaders to be instructional leaders and effectively implement professional learning. Building teacher efficacy could play a role in the instruction provided to the students and, ultimately, student growth, which is the goal of school district leaders, administrators, and stakeholders (Wisink, 2019).

Chapter Summary and Final Thoughts

The research study aimed to improve teacher efficacy within guided reading by providing teachers with the professional learning needed to support them. This chapter provided a discussion of the findings from the research study. These findings were based on interviews, focus groups, observations, journal notes, questionnaires, and teacher data. This data supported the findings that implementing professional learning related to guided reading and guided reading practices supported teacher efficacy and student growth. The beginning of this chapter reviewed a summary of the findings and connections with the themes and frameworks from the study. As the study concluded, chapter 6 reviewed significant findings from the literature review and research questions. The chapter went on to cover various implications based on the research study.

In conclusion, the impact could be positive when school leaders intentionally provide professional learning, follow through with observations, and provide feedback. Teachers'

efficacy is impacted based on their self-confidence because of the strategies and practices they learned. In turn, student growth could be impacted if teachers are confident in their ability to teach and follow through with consistent practices.

References

- Ahmed, U., Umrani, W. A., Qureshi, M. A., & Samad, A. (2018). Examining the links between teachers support, academic efficacy, academic resilience, and student engagement in Bahrain. *International Journal of Advanced and Applied Sciences*, 5(9), 39-46.
- and measure. *Review of Educational Research*, 68(2), 202-248
- Ancheta, W. M. (2022). Teachers' Level of Knowledge of Reading and Content Area Reading Instruction. *International Journal of Language and Literary Studies*, 4(1), 66-80.
- Ankrum, J. W. (2022). Complex Texts or Leveled Readers for the Primary Grades? Yes, and Yes! *Early Childhood Education Journal*, 50(4), 605-611.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York, NY: W. H. Freeman/TimesBooks/Henry Holt & Co.
- Bandura, A. (1999). Self-efficacy: Toward a unifying theory of behavioral change. In R. F.
- Bano, J., Jabeen, Z., & Qutoshi, S. B. (2018). Perceptions of teachers about the role of parents in developing reading habits of children to improve their academic performance in schools. *Journal of Education and Educational Development*, 5(1).
- Baptiste, M. (2019). No Teacher Left Behind: The Impact of Principal Leadership Styles on Teacher Job Satisfaction and Student Success. *Journal of International education and leadership*, 9(1), n1.
- Barni, D., Danioni, F., & Benevene, P. (2019). Teachers' self-efficacy: The role of personal Baumeister (Ed.), *The self in social psychology*. (pp. 285–298). Psychology Press.

- Beliefs of Novice and Experienced Teachers.” *Teaching and Teacher Education* 23: 944–956.
- Bergmark, U. (2020). Teachers’ professional learning when building a research-based education: context-specific, collaborative and teacher-driven professional development. *Professional Development in Education*, 1-15.
- Berkowitz, M. R. (2022). A Comparison Of Guided Reading And Systematic Phonics Approaches To Supplementary Reading Instruction.
- Brandt, L., Sharp, A. C., & Gardner, D. S. (2021). Examination of teacher practices on student motivation for reading. *The Reading Teacher*, 74(6), 723-731.
- Burke, R. (2022). Literacies learning in the early years. *English and Literacies English and Literacies: Learning How to Make Meaning in Primary Classrooms*, 6.
- Cansoy, R., & Parlar, H. (2018). Examining the relationship between school principals’ instructional leadership behaviors, teacher self-efficacy, and collective teacher efficacy. *International Journal of Educational Management*, 32(4), 550-567.
- Carillo, E. C. (2019). Navigating this perfect storm: teaching critical reading in the face of the common core state standards, fake news, and google. *Pedagogy: Critical Approaches to Teaching Lit*
- Cavazos, L., Linan-Thompson, S., & Ortiz, A. (2018). Job-embedded professional development for teachers of English learners: Preventing literacy difficulties through effective core instruction. *Teacher Education and Special Education*, 41(3), 203-21
- Cavendish, W., Barrenechea, I., Young, A. F., Díaz, E., & Avalos, M. (2021). Urban Teachers’ Perspectives of Strengths and Needs: The Promise of Teacher Responsive Professional

- Development. *Urban Review*, 53(2), 318–333. <https://doi.org/10.1007/s11256-020-00569-9>
- Chai, H., Elston, A., & Kramer, T. (2020). Focus on literacy needs: Partnering to support balanced literacy instruction. *Reading Improvement*, 57(3), 117-130.
- Chamli, Y. (2022). *The Effects of Guided Reading on Independent Reading and Reading Fluency in Primary Grades* (Doctoral dissertation, Lebanese American University)
- Chen, J. (2019). Efficacious and positive teachers achieve more: Examining the relationship between teacher efficacy, emotions, and their practicum performance. *The Asia-Pacific Education Researcher*, 28(4), 327-337.
- Ciullo, S., Ely, E., McKenna, J. W., Alves, K. D., & Kennedy, M. J. (2019). Reading instruction for students with learning disabilities in grades 4 and 5: An observation study. *Learning Disability Quarterly*, 42(2), 67-79.
- Comprehensive School Reform and Improvement.
construct. *Teaching and Teacher Education*, 17(7), 783–805.
- contextual factors on student teachers' efficacy beliefs. *Teaching and Teacher*
- Coates, J. K., Harris, J., & Waring, M. (2020). The effectiveness of a special school experience for improving preservice teachers' efficacy to teach children with special educational needs and disabilities. *British Educational Research Journal*, 46(5), 909-928.
- Cobanoglu, R., Capa-Aydin, Y., & Yildirim, A. (2019). Sources of teacher beliefs about developmentally appropriate practice: a structural equation model of the role of teacher efficacy beliefs. *European Early Childhood Education Research Journal*, 27(2), 195-207.
- Coghlan, D., & Brydon-Miller, M. (2014). *The Sage encyclopedia of action research*. Thousand Oaks, CA: SAGE.

- Cook, M. P., & Sams, B. L. (2018). Participating in Literacy and the Outside World: Consuming, Composing, and Sharing Graphic Narratives. *Young Adult Literature and the Digital World: Textual Engagement Through Visual Literacy*, 61.
- Creemers, B. P., Peters, T., & Reynolds, D. (Eds.). (2022). *School effectiveness and school improvement*. Routledge.
- Cruess, S. R., Cruess, R. L., & Steinert, Y. (2019). Supporting the development of a professional identity: general principles. *Medical teacher*, 41(6), 641-649.
- Cufaude, J. (2018, February 2). *The art of facilitative leadership: Maximizing others' contributions*. The Systems Thinker. <https://thesystemsthinker.com/the-art-of-facilitative-leadership-maximizing-others-contributions/>.
- Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. *Applied developmental science*, 24(2), 97-140.
- Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017). Effective teacher professional development. Palo Alto: Learning Policy Institute.
- Davis, A., Griffith, R., & Bauml, M. (2019). How preservice teachers use learner knowledge for planning and in-the-moment teaching decisions during guided reading. *Journal of Early Childhood Teacher Education*, 40(2), 138-158.
- Dennis, D., & Hemmings, C. (2019). Making the simple more complex: The influence of job-embedded professional development in supporting teacher expertise in reading. *Literacy*, 53(3), 143-149

- DeVault, G. (2019, August 20). Establishing Trustworthiness in Qualitative Research. LiveAbout. Retrieved October 7, 2022, from <https://www.liveabout.com/establishing-trustworthiness-in-qualitative-research-2297042>
- DeWalt, K. M., & DeWalt, B. R. (2002). Participant observation: A guide for fieldworkers. Walnut Creek, CA: AltaMira.
- Dickau, A. R. (2021). *Peer Support and Teacher Self-Efficacy: A Case Study of the Transition to Emergency Remote Teaching During Covid-19* (dissertation).
- Domongas, B., & Doctor, T. (2019). Guided Reading to Develop the Grade IV Learners Reading Ability. *Available at SSRN 3386107*.
- Donohoo, J. (2018). Collective teacher efficacy research: Productive patterns of behaviour and other positive consequences. *Journal of educational change*, 19(3), 323-345
- Duke, N. K., Ward, A. E., & Pearson, P. D. (2021). The science of reading comprehension instruction. *The Reading Teacher*, 74(6), 663-672.
- Eriksson, K., Helenius, O., & Ryve, A. (2019). Using TIMSS items to evaluate the effectiveness of different instructional practices. *Instructional Science*, 47(1), 1-18.
- Fabelico, F., & Afalla, B. (2020). Perseverance and passion in the teaching profession: Teachers' grit, self-efficacy, burnout, and performance. *Journal of Critical Reviews*.
- Ferguson, J., & Wilson, J. (2009). Guided reading: It's for primary teachers. *College Reading Association Yearbook*, 30(1), 293-306.
- Ford, M. P., & Opitz, M. F. (2008). A national survey of guided reading practices: What we can learn from primary teachers. *Literacy research and instruction*, 47(4), 309-331.
- Fountas, I. C., & Pinnell, G. S. (1996). Guided reading: Good first teaching for all children. Portsmouth, NH: Heinemann.

- Fountas, I. C., & Pinnell, G. S. (2010). *Research Base for Guided Reading as an Instructional Approach*. Portsmouth, NH: Heinemann.
- Fountas, I., & Pinnell, G. S. (2010). *The Continuum of Literacy Learning, Grades 3-8: A Guide to Teaching*.
- Fountas I. C, & Pinnell G. S. (2012). Guided reading: The romance and the reality. *The Reading Teacher*, 66(4), 268–284.
- Fountas, & Pinnell. (n.d.). *What is guided reading?* Fountas & Pinnell Literacy™ Blog. Retrieved July 5, 2021, from <https://fpblog.fountasandpinnell.com/what-is-guided-reading>
- Gaffner, J., Johnson, K., Torres-Elias, A., & Dryden, L. (2014). *Guided Reading in First-Fourth*.
- Gay, G. (2010). *Culturally responsive teaching*. New York: Teachers College Press.
- Geuke, N. (2022). *An Effective Balanced Literacy Approach to Elementary Literacy Instruction*.
- Glanz, J. (2014). *Action research: An educational leader's Guide to School Improvement*. Rowman & Littlefield.
- Goddard, R. D., Hoy, W. K., & Hoy, A. W. (2000). Collective teacher efficacy: Its meaning, measure, and impact on student achievement. *American Educational Research Journal*, 37(2), 479-507.
- Gomendio, M. (2017). *Empowering and enabling teachers to improve equity and outcomes for all*. International Summit on the Teaching Profession. Paris: OECD Publishing. <https://doi.org/10.1787/9789264273238-en>.
- Grade: Theory to Practice. *Texas Journal of Literacy Education*, 2(2), 117–126.
- Graham, S. (2020). The sciences of reading and writing must become more fully integrated. *Reading Research Quarterly*, 55, S35-S44.

- Gregory, C. (2021). *Teacher Perceptions regarding the Impact of Multicultural Literature, When It Is Implemented during Guided Reading Instruction, on Reading Comprehension for African American Male Students in Early Childhood* (Doctoral dissertation, Gardner-Webb University).
- Group.
- Hajian, S. (2019). Transfer of Learning and Teaching: A Review of Transfer Theories and Effective Instructional Practices. *IAFOR Journal of education*, 7(1), 93-111.
- Hallinger, P., & Murphy, J. (1985). Assessing the instructional management behavior of principals. *The Elementary School Journal*, 86(2), 217–247.
- Harris, A., & Jones, M. (2019). Teacher leadership and educational change. *School Leadership & Management*, 39(2), 123-126.
- Heritage, M., & Wylie, E. C. (2020). *Formative assessment in the disciplines: Framing a continuum of professional learning*. Harvard Education Press.
- Hernandez, J. C. B. (2020). *Content-Based Reading and Writing Activities in English and Spanish to Strengthen Cultural Identity in ESL Students*. Greensboro College.
- Hesbol, K. A. (2019). Principal Self-Efficacy and Learning Organizations: Influencing School Improvement. *International Journal of Educational Leadership Preparation*, 14(1), 33-51.
- Hodgkinson, T., & Small, D. (2018). Orienting the map: Where K to 12 teachers stand in relation to text complexity. *Literacy research and instruction*, 57(4), 369-386
[https://doi.org/10.1016/S0742-051X\(01\)00036-1](https://doi.org/10.1016/S0742-051X(01)00036-1)
- Hudson, P., & Barefoot, H. (2018). Developing the Guided Learner Journey.

- Hulan, N. (2010). What the Students Will Say While the Teacher is Away: An Investigation into Student-Led and Teacher-Led Discussion Within Guided Reading Groups. *Literacy Teaching and Learning, 14*, 41-64.
- Ismail, S. N., Don, Y., Husin, F., & Khalid, R. (2018). Instructional Leadership and Teachers' Functional Competency across the 21st Century Learning. *International Journal of Instruction, 11*(3), 135-152.
- Jerrim, J., Oliver, M., & Sims, S. (2020). The relationship between inquiry-based teaching and students' achievement. New evidence from a longitudinal PISA study in England. *Learning and Instruction, 101*310.
- Johnson, K. D. (2019). *The Effect of Grade-Level Complex Text Instruction on Student Reading Achievement in Grades Three through Six* (Doctoral dissertation, University of St. Francis).
- Jolly, A., Wysenski, D., & Beach, K. (2022). Effects of a state's effort to build elementary teacher knowledge in literacy. *Journal of Education for Teaching, 1-13*.
- Jones, M., & Feng, J. (2022). Closing the Reading Gap through Teacher Collaboration: Guided Reading and Its Effect on Student Reading Performance.
- Joshi, R., Binks, E., Graham, L., Ocker-Dean, E., Smith, D. L., & Boulware-Gooden, R. (2009). Do textbooks used in university reading education courses conform to the instructional recommendations of the National Reading Panel?. *Journal of Learning Disabilities, 42*(5), 458-463.
- Kalyar, M. N., Ahmad, B., & Kalyar, H. (2018). Does teacher motivation lead to student motivation? The mediating role of teaching behavior. *Вопросы образования, (3 (eng))*, 91-119.

- Kearney, W. S., & Garfield, T. (2019). Student readiness to learn and teacher effectiveness: Two key factors in middle grades mathematics achievement. *RMLE Online*, 42(5), 1-12.
- Kelly, L. B. (2020). Text Difficulty and Bilingual Student Interactions in Informational Book Discussions. *ie: inquiry in education*, 12(1), 11.
- Khaliq, S., Tabassum, R., & Shaheen, G. (2022). Effect of guided reading strategies on the motivation of the students to increase reading skill of elementary level students in the subjects of English. *International Research Journal of Management and Social Sciences*, 3(1), 160-168.
- Kim, K. R., & Seo, E. H. (2018). The relationship between teacher efficacy and students' academic achievement: A meta-analysis. *Social Behavior and Personality: an international journal*, 46(4), 529-540.
- Kirsten, N. (2020). A systematic research review of teachers' professional development as a policy instrument. *Educational Research Review*, 31, 100366
- Knoblauch, D., & Woolfolk Hoy, A. (2008). "Maybe I can teach those kids." The influence of contextual factors on student teachers' efficacy beliefs. *Teaching and Teacher Education*, 24(1), 166–179. <https://doi.org/10.1016/j.tate.2007.05.005>
- Koda, K. (2019). Theory-Guided Reading Instruction in Second-Language Classrooms. In *Research-Driven Pedagogy* (pp. 35-54). Routledge
- Komalasari, K., Arafat, Y., & Mulyadi, M. (2020). Principal's management competencies in improving the quality of education. *Journal of Social Work and Science Education*, 1(2), 181-193
- Krauch, L. (2020). Techniques to Improve Guided Reading Levels in Kindergarten.
- Ladson-Billings, G. (1995). Toward a theory of culturally relevant pedagogy. American

Educational Research Journal, 32(3), 465–491.

- Li, R., Liu, H., Chen, Y., & Yao, M. (2022). Teacher engagement and self-efficacy: The mediating role of continuing professional development and moderating role of teaching experience. *Current Psychology, 41*(1), 328-337.
- Liaw, E.-C. (2017). Teacher efficacy of English teachers in urban and suburban schools. *Teacher*
- Liu, Y., & Liao, W. (2019). Professional development and teacher efficacy: Evidence from the 2013 TALIS. *School Effectiveness and School Improvement, 30*(4), 487–509.
<https://doi.org/10.1080/09243453.2019.1612454>
- Loveless, T. (2020). Common Core has not worked. *Education Next, 20*(2), 73-77.
- Lysova, E. I., Allan, B. A., Dik, B. J., Duffy, R. D., & Steger, M. F. (2019). Fostering meaningful work in organizations: A multi-level review and integration. *Journal of Vocational Behavior, 110*, 374-389.
- Ma, X., & Marion, R. (2021). Exploring how instructional leadership affects teacher efficacy: A multilevel analysis. *Educational Management Administration*
- MacMahon, S., Wallas, A., Harrison, N., Harvey, T., Leggett, J., & Carroll, A. (2021). An evidence-based approach to improving academic reading skills.
- MacPhail, A., Ulvik, M., Guberman, A., Czerniawski, G., Oolbekkink-Marchand, H., & Bain, Y. (2019). The professional development of higher education-based teacher educators: needs and realities. *Professional development in education, 45*(5), 848-861.
- Madimetsa, J. M., Challens, B. H., & Mgadla, I. X. (2018). Perceived Collective Teacher Efficacy in Low Performing Schools. *South African Journal of Education, 38*(2).
- Marino, M. P. (2019). Does the use of electronic texts in small group reading instruction impact student comprehension?

- Martin, C., Polly, D., Mraz, M., & Algozzine, R. (2018). Teacher Perspectives on Literacy and Mathematics Professional Development. *Issues in Teacher Education*, 27(1), 94-105.
- Masharipova, F., & Mizell, K. (2021). Active reading strategies in content-based instruction. *Central Asian Problems of Modern Science and Education*, 2021(1), 37-56.
- McNeil, C. (2022). Guided Reading in Remote Teaching. *Integration of Instructional Design and Technology*, 34.
- Mendels, P. (2012). The effective principal. *Leaning Forward*, 33(1), 1-4. Retrieved October 7, 2022, <http://www.wallacefoundation.org/knowledge-center/school-leadership/effective-principal-leadership/Documents/The-Effective-Principal.pdf>
- Mertler, C. (2017). Introduction to action research. In Action research (pp. 2-33). SAGE
- Miller, S. B. (2020). Showdown on the Kansas plains: the reading wars continue. *Kansas English*, 101
- Morgan, D. N., Bates, C. C., & Griffith, R. (2022). Literacy Coaching for Instructional Change in Guided Reading: Navigating Form and Function. *Reading Horizons: A Journal of Literacy and Language Arts*, 61(3), 4.
- Morlock, A. (2021). Guided Reading Adaptations For Multilingual Learners.
- Morris, J. (2019). The Effectiveness of Guided Reading Instruction and Students Reading Comprehension. multilevel analysis. *Educational Management Administration & Leadership*, 49(1), 188–207. <https://doi.org/10.1177/1741143219888742>
- Naples-Nakelski, M. (2004). *The application of a balanced literacy program among elementary education teachers*. Dowling College.

- Neumerski, C. M., Grissom, J. A., Goldring, E., Rubin, M., Cannata, M., Schuermann, P., & Drake, T. A. (2018). Restructuring instructional leadership: How multiple-measure teacher evaluation systems are redefining the role of the school principal. *The Elementary School Journal*, 119(2), 270-297.
- Nicholas, M. (2022). The Barometer of Agency: Reconceptualising the ‘Guided Reading’ Teaching Approach. *Education Sciences*, 12(6), 374.
- Nicholas, M., Veresov, N., & Clark, J. C. (2021). Guided reading–Working within a child's zone of proximal development. *Learning, Culture and Social Interaction*, 30, 100530.
- Nieto, S. (2000). Placing equity front and center. *Journal of Teacher Education*, 51(3), 180–187. <https://doi.org/10.1177/0022487100051003004>.
- Nilsson, P. (2013). What do we know and where do we go? Formative assessment in developing student teachers’ professional learning of teaching science. *Teachers and Teaching*, 19(2), 188-201.
- Noble H, Heale R. (2019). Triangulation in research, with examples *Evidence-Based Nursing*. 22, 67-68.
- Nordick, S., Putney, L. G., & Jones, S. H. (2019). The principal’s role in developing collective teacher efficacy: A cross-case study of facilitative leadership. *Journal of Ethnographic & Qualitative Research*, 13(4), 248-260.
- Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic analysis: Striving to meet the trustworthiness criteria. *International Journal of Qualitative Methods*, 16, 1-13. <https://doi.org/10.1177/1609406917733847>
- O’Keefe, L., Rafferty, J., Gunder, A., & Vignare, K. (2020). Delivering High-Quality Instruction Online in Response to COVID-19: Faculty Playbook. *Online Learning Consortium*.

- Odell, K. (2012). *The Effects of Fountas & Pinnell's Leveled Literacy Intervention on Kindergarten Students Reading Below Grade Level* (Doctoral dissertation, Northwest Missouri State University).
- Ohlson, M., Johnson, J., Shope, S., & Rivera, J. (2018). The Essential Three (e3): A University Partnership to Meet the Professional Learning Needs of Rural Schools. *The Rural Educator*, 39(2). <https://doi.org/10.35608/ruraled.v39i2.207>
- Olszewski, A. (2019). Assessing and supporting reading through guided oral reading fluency. *Practical Literacy: The Early and Primary Years*, 24(3), 31-33.
- Ortlieb, E., & Schatz, S. (2020). Student's self-efficacy in reading—connecting theory to practice. *Reading Psychology*, 41(7), 735-751
- Parrett, W. H., & Budge, K. M. (2020). *Turning high-poverty schools into high-performing schools*. Association for Supervision & Curriculum Development.
- Patton, M. Q. (2015). *Qualitative research and evaluation methods* (4th ed.). Thousand Oaks, CA: Sage.
- Pearson, C. D. (2021). *How Simulation and Goal-Setting Impact Teacher Self-Efficacy and Influence Teacher Practice with Implementing Guided Reading in a High-Poverty, High-Need School* (Doctoral dissertation, University of Georgia).
- Perkins, M. (2013). Student teachers' perceptions of reading and the teaching of reading: The implications for teacher education. *European Journal of Teacher Education*, 36(3), 293-306.
- Perkins, S. S., & Green, R. L. (2018, January). Reading Strategies Used by Teachers whose Students Successfully Passed the Third Grade Reading Summative Assessment in the State of Mississippi. In *National Forum of Teacher Education Journal* (Vol. 28, No. 3).

- Pharis, T. J., Wu, E., Sullivan, S., & Moore, L. (2019). Improving teacher quality: Professional development implications from teacher professional growth and effectiveness system implementation in rural Kentucky high schools. *Educational research quarterly*, 42(3), 29-48.
- Phillips, D., Nichols, W. D., Rupley, W. H., Paige, D., & Rasinski, T. V. (2016). Efficacy of professional development: Extended use of focused coaching on guided reading instruction for teachers of grades one, two, and three. *International Research in Higher Education*, 1(2), 1-13.
- Porter, S. B., Odegard, T. N., McMahan, M., & Farris, E. A. (2022). Characterizing the knowledge of educators across the tiers of instructional support. *Annals of Dyslexia*, 72(1), 79-96
- Poulou, M. S., Reddy, L. A., & Dudek, C. M. (2019). Relation of teacher self-efficacy and classroom practices: A preliminary investigation. *School Psychology International*, 40(1), 25-48.
- Pressley, E. (2008). A content analysis of the two state-approved kindergarten and first grade reading programs in California. (Doctoral dissertation). Retrieved from <https://repository.usfca.edu/diss/270>
- Presley, K. (2019). Teacher Perspectives of Their Implementation of Guided Reading Instruction.
- Protheroe, N. (2008). Teacher Efficacy: What Is It and Does It Matter? A teacher's sense of Publications, Inc, <https://dx.doi.org/10.4135/9781483396484>

- Ramsa, N. I. B., & Rawian, R. M. (2021). A Review on Systematic Guided Reading Strategies and Its Implication on Reading Comprehension. *International Journal of Academic Research in Business & Social Sciences*, 11, 203-215.
- Reading Program in Selected Los Angeles Minority Schools.*
- Reeves, C. A. (2011). *Teacher perceptions of guided reading* (Doctoral dissertation).
- Reeves, D. C. (2022). *Embracing Guided Reading in Upper Elementary: Teachers' Perceptions of the Effects of Guided Reading Instruction on Their Fluency, Self-Efficacy, and Comprehension Instruction* (Doctoral dissertation, Texas A&M University-Commerce).
- reform impacted principal practice? *Educational Management Administration & Leadership*, 42(1), 6–29. <https://doi.org/10.1177/1741143213502196>
- Reich, J.A. Power, Positionality, and the Ethic of Care in Qualitative Research. *Qual Sociol* 44, 575–581 (2021). <https://doi.org/10.1007/s11133-021-09500-4>
- Reid, M. (2020). *Exploring the relationship between explicit and systematic instruction vis-a-vis guided reading and reading development in first-grade readers* (Doctoral dissertation).
- Reutzel, D. R., & Fawson, P. C. (2022). Texts, Texts, Texts: A Guide to Analyze Texts for Elementary Students. *The Reading Teacher*, 75(4), 495-504.
- Reynolds, K. M., & O'Loughlin, J. B. (2019). Many Ways to Build a Model: Content-Based ESL Instruction Models and Approaches in K-12. *The Handbook of TESOL in K-12*, 101-128.
- Rogerson, J. (2018). Differentiated Reading Instruction: Strategies to Reach All Students
- Ruiz de Zarobe, Y., & Lyster, R. (2018). Content and language integration in higher education: Instructional practices and teacher development. *International Journal of Bilingual Education and Bilingualism*, 21(5), 523-526.

- Santoro, D. A. (2021). *Demoralized: Why teachers leave the profession they love and how they can stay*. Harvard Education Press.
- Schiebel, E. (2018). Building Comprehension In Fifth Grade Students Using Guided Reading.
- Seidenberg, M. S., Cooper Borkenhagen, M., & Kearns, D. M. (2020). Lost in translation? Challenges in connecting reading science and educational practice. *Reading Research Quarterly*, 55, S119-S130.
- Seidman, I. (2006). *Interviewing as qualitative research: A guide for researchers in education and the social sciences* (3rd ed.). Teachers College Press.
- Sellers, K. (2021). Strengthening Teacher Practice in Guided Reading: Supporting Teacher Efficacy and Validating Feelings of Burnout Using a Beginning Teacher Mentoring Program.
- Shelton, J. D. (2021). *The Impact of the Next Step Forward in Guided Reading on Students Reading Fluency, Sight Word Reading, and Attitude toward Reading* (Doctoral dissertation, Trevecca Nazarene University).
- Shidler, L. (2009). The Impact of Time Spent Coaching for Teacher Efficacy on Student
- Sioringas, M., & Steier, N. (2019). The Effect of Guided Reading on Student's Academic Achievement in First-Grade Classrooms.
- Skinner, K., Tate, A., France, E., & Stocks, G. (2018). What Counts as Common Core Aligned? An Examination of a Reading Program's Agreement with the Common Core State Standards. *The Journal of Balanced Literacy Research and Instruction*, 4(1), 2.
- Smith, L. B. (2020). *Teacher Experiences Facilitating Guided Reading Instruction: Interpretive Phenomenological Analysis* (Doctoral dissertation, University of Phoenix).

- Snow, P., de Bruin, K., & Graham, L. (2021). 16 Reading instruction and support. *Building Better Schools with Evidence-based Policy*, 118.
- Sprott, R. A. (2019). Factors that foster and deter advanced teachers' professional development. *Teaching and Teacher Education*, 77, 321-331.
- Stahnke, R., & Blömeke, S. (2021). Novice and expert teachers' situation-specific skills regarding classroom management: What do they perceive, interpret and suggest? *Teaching and Teacher Education*, 98, 103243.
- Starks, K. (2018). An evaluation and implementation of small groups using specific reading strategies.
- Sya'ban, W., & Reflinda, R. (2021, March). Guided Reading Approach to Reach Students' Reading Comprehension: A Descriptive Qualitative Research. In *Proceedings of the 2nd EAI Bukittinggi International Conference on Education, BICED 2020, 14 September 2020, Bukittinggi, West Sumatera, Indonesia*
- Talerico, M. (2018). The Effects of Intrinsic Motivation and How It Relates to Academic Achievement in Second-Grade Students.
- Taylor, J. A. (2021). *Exploring Teacher Perspectives on the Impact of the Next Step Guided Reading Approach to Literacy Instruction: A Case Study* (Doctoral dissertation, Concordia University Chicago).
- Taylor, J. A. (2021). *Exploring Teacher Perspectives on the Impact of the Next Step Guided Reading Approach to Literacy Instruction: A Case Study* (Doctoral dissertation, Concordia University Chicago)
- Teacher Efficacy: A Cross-Case Study of Facilitative Leadership. *Journal of Ethnographic & Qualitative Research*, 13(4), 248–260.

- Thomas, D., & Dyches, J. (2019). The hidden curriculum of reading intervention: A critical content analysis of Fountas & Pinnell's leveled literacy intervention. *Journal of Curriculum Studies*, 51(5), 601-618.
- Thornton, B., Zunino, B., & Beattie, J. (2020). Moving the dial: Improving teacher efficacy to promote instructional change. *Education*, 140(4), 171-180.
- Tschannen-Moran, M., & Hoy, A. W. (2001). Teacher efficacy: capturing an elusive construct. *Teaching and Teacher Education*, 17(7), 783–805.
[https://doi.org/10.1016/S0742-051X\(01\)00036-1](https://doi.org/10.1016/S0742-051X(01)00036-1)
- Tschannen-Moran, M., & Hoy, A. W. 2007. "The Differential Antecedents of Self-efficacy Beliefs of Novice and Experienced Teachers." *Teaching and Teacher Education* 23: 944–956.
- Tschannen-Moran, M., & McMaster, P. (2009). Sources of self-efficacy: Four professional development formats and their relationship to self-efficacy and implementation of a new teaching strategy. *The Elementary School Journal*, 110(2), 228–245. doi:10.1086/605771
- Tümen Akyıldız, Seçil & Ahmed, Kwestan. (2021). An Overview of Qualitative Research and Focus Group Discussion. *International Journal of Academic Research in Education*. 10.17985/ijare.866762.
- Twohill, A., NicMhuirí, S., Harbison, L., & Karakolidis, A. (2022). Primary preservice teachers' mathematics teaching efficacy beliefs: the role played by mathematics attainment, educational level, preparedness to teach, and gender. *International Journal of Science and Mathematics Education*, 1-22.
- Ugonnaya Etumnu, S. (2018). Effects of Guided Reading on Third-grade Students' Reading Ability

- Vaismoradi, M., Jones, J., Turunen, H., & Snelgrove, S. (2016). Theme development in qualitative content analysis and thematic analysis.
<http://dx.doi.org/10.5430/jnep.v6n5p100>
- Van Allen, J., & Zygouris-Coe, V. (2019). Using guided reading to teach internet inquiry skills: a case study of one elementary school teacher's experience. *Reading Psychology, 40*(5), 425-464.
- Verger, A., Ferrer-Esteban, G., & Parcerisa, L. (2020). In and out of the 'pressure cooker': Schools' varying responses to accountability and datafication. In *World yearbook of education 2021* (pp. 241-261). Routledge.
- Vogler, J. (2020). *The Effectiveness of Teaching Strategies Used in Personalized Learning Environments to Improve Student Achievement in Reading* (Doctoral dissertation, Trident University International).
- Weinstein, B. (2019). The Impact of Guided Reading Instruction on Students' Reading Achievement in Third Grade.
- Wissink, B. (2019). Understanding in-service reading teacher efficacy. *International Journal of Contemporary Education, 2*(2), 138-147
- Woolfolk Hoy, A. E., & Hoy, W. K. (2009). *Instructional leadership: A research-based guide to learning in schools*. Allyn and Bacon.
- Yanez, M. (2015). *Negotiating guided reading decisions: Making connections and growing through reflection* (Doctoral dissertation, Texas A&M University-Corpus Christi).
- Yi, Y., Shin, D. S., & Cimasko, T. (2019). Multimodal literacies in teaching and learning English in and outside of school. *The Handbook of TESOL in K-12*, 163-177.

- Young, T. T. (2022). Redesigning for Equity and Achievement: Non-Leveled Guided Reading Instruction. *Reading & Writing Quarterly*, 1-18
- Zepeda, S. J. (2019). Professional development: what works. Routledge, Taylor & Francis
- Zhang, S., Shi, Q., & Lin, E. (2020). Professional development needs, support, and barriers: TALIS US new and veteran teachers' perspectives. *Professional Development in Education*, 46(3), 440-453.
- Zhang, X., Admiraal, W., & Saab, N. (2021). Teachers' motivation to participate in continuous professional development: relationship with factors at the personal and school level. *Journal of Education for Teaching*, 47(5), 714-731.

APPENDIX A

Empirical Findings Table

Author(s)	Empirical Findings
<p>Tschannen-Moran, M., & Hoy, A. W. (2001). Teacher efficacy: capturing an elusive construct. <i>Teaching and Teacher Education</i>, 17(7), 783–805. https://doi.org/10.1016/S0742-051X(01)00036-1</p>	<p>This study shows that teacher efficacy is powerful related to meaningful educational outcomes. It considers the teachers' persistence, enthusiasm, commitment, and instructional behavior and how they impact students' outcomes related to achievement, motivation, and self-efficacy beliefs. The authors see a valid measure of teacher's self-efficacy and use of data in studies. The study also shows that new teachers are often given more challenging situations where those may be more appropriate for more experienced teachers with a higher self-efficacy.</p>
<p>Protheroe, N. (2008). Teacher Efficacy: What Is It and Does It Matter? A teacher's sense of efficacy can lead to gains in the classroom. <i>PRINCIPAL -ARLINGTON-</i>, 5, 42.</p>	<p>This study focuses on the teachers' confidence that the ability to promote learning can depend on past experiences or school culture. It also explores how principals can help develop a sense of efficacy for individual teachers and the entire school. It highlights how to develop teacher efficacy and collective efficacy for schools. Then it relates it to the role principals play and their impact on building a sense of efficacy.</p>
<p>Liaw, E.-C. (2017). Teacher efficacy of English teachers in urban and suburban schools. <i>Teacher Development</i>, 21(4), 496–510. https://doi.org/10.1080/13664530.2017.1308426</p>	<p>This study examined elementary English teachers more than a decade after a significant educational reform to determine whether their teacher efficacy levels were affected by school location. This location differs between urban vs. suburban areas. The 438 responses were adapted Teacher Efficacy Scale revealed more robust efficacy regarding the teachers' personal ability to teach less-motivated students and</p>

	less confidence regarding the management of school- and government-related concerns. Ironically the school settings did not show a significant effect on the efficacy levels of experienced English teachers.
Gaffner, J., Johnson, K., Torres-Elias, A., & Dryden, L. (2014). Guided Reading in First-Fourth Grade: Theory to Practice. <i>Texas Journal of Literacy Education</i> , 2(2), 117–126.	In this study, university students taught guided reading lessons to groups of students at the elementary level. This study provided qualitative and quantitative data. It showed that the elementary students who participated showed progress on their reading assessments. This study also found that another positive outcome is that the university students participating benefited from the training provided by the district literacy specialists, guidance by the university professors, and the real-world application of best practices in guided reading instruction.
Ma, X., & Marion, R. (2021). Exploring how instructional leadership affects teacher efficacy: A multilevel analysis. <i>Educational Management Administration & Leadership</i> , 49(1), 188–207. https://doi.org/10.1177/1741143219888742	This study explores a multilevel modeling approach to examine the impact of principal instructional leadership on teacher efficacy and the mediating role played by faculty trust in that process. This study includes 50 secondary school principals and 714 teachers in a minority region of Western China. The findings show that instructional leadership directly and positively affects teacher efficacy. Instructional leadership practices define the school's mission, manage the instructional program, and develop a positive school learning climate, positively affect faculty trust. The results show that instructional leadership practices have more indirect than direct impacts on teacher efficacy through faculty trust in the principal. The areas of significance identified by this study may guide policymakers and practitioners for informed decisions and interventions targeting to build up teacher efficacy.
Fountas, I. C., & Pinnell, G. S. (2010). <i>Research Base for Guided Reading as an Instructional Approach</i> . Portsmouth, NH: Heinemann.	Fountas and Pinnell (2010) state, “Guided reading provides a setting within which the explicit teaching of comprehending strategies is ideal:

	<p>Teachers select texts that are within students' ability to comprehend with teaching.</p> <p>Teachers select a variety of genres and a variety of text structures within those genres.</p> <p>Teachers introduce the text to students in a way that provides background information and acquaints them with aspects of the text such as structure, content, vocabulary, and plot.</p>
<p>Zepeda, S. J. (2019). Professional development: what works. Routledge, Taylor & Francis Group</p>	<p>This book plays into the importance that professional learning in the school. In understanding the impact of professional learning and appropriate delivery of instructional learning teachers will grow and develop self-efficacy in area of focus related to the professional learning.</p>

APPENDIX B

Interview Protocols

Teacher Guided Reading Interview & Survey Questions

(Implementation Team)

1. What is your name, grade level/subject you teach, and years of experience?
2. Are there identified instructional practices that are either recommended or mandated in our school? If so, what are they? How often are these “core” instructional strategies used in your classroom/in classrooms you have observed?
3. What professional learning opportunities are available at our school to help all teachers improve instruction? Have you recently been involved in professional learning opportunities that have focused on high impact, research-informed instructional strategies? How did that learning impact your instruction?
4. Are there any authors, books, resources, theories of teaching and learning, etc. with which most of the instructional staff is familiar?
5. After a new instructional strategy is introduced and practiced, what are the expectations for consistent implementation?
6. What processes are used if teachers or paraprofessionals need something additional to support instruction?
7. Is there anything else we need to know as we plan for the best possible professional learning sessions to best meet your needs?

Professional Learning Needs Assessment

In relation to guided reading, in the columns below, please rate your 1st, 2nd, and 3rd choice for professional learning that would be beneficial to you and your classroom practices.

	1 st Choice	2 nd Choice	3 rd Choice
Addressing the instructional needs of students who are gifted and talented			
Teaching and addressing the needs of students with special needs and/or disabilities			
Identifying early and appropriate interventions to help students with different learning styles			
Teaching (and addressing the needs of) limited English proficient students			
Effective methods for managing small groups during guided reading			
Understanding and using data and assessments to improve classroom practices and student learning			
The effective use and application of action research to classroom instruction			
The effective use of technological resources to improve teaching practice and student learning			

Please indicate the best time for professional learning for you (choose all that apply):

<input type="checkbox"/>	During planning
<input type="checkbox"/>	Before school
<input type="checkbox"/>	After school
<input type="checkbox"/>	Professional learning days
<input type="checkbox"/>	Pre-planning days
<input type="checkbox"/>	Post-planning days
<input type="checkbox"/>	Other

Instructional Self-Efficacy

How much can you do to get through to the most difficult students during guided reading instruction?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

How much can you do to promote learning in guided reading when there is lack of support from the home?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

How much can you do to keep students on task on difficult assignments during guided reading instruction?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

How much can you do to increase students' memory of what they have been taught in previous guided reading lessons?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

How much can you do to motivate students who show low interest in independent reading assignments?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

How much can you do to get students to work together during guided reading groups?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

How much can you do to overcome the influence of adverse community conditions on students' learning?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

How much can you do to get children to do their homework?

1	2	3	4	5	6	7	8	9
Nothing		Very Little		Some Influence		Quite a Bit		A Great Deal

Administrator Guided Reading Interview Questions (Design Team)

1. How do teachers demonstrate that they recognize and accept their individual and collective responsibility for all students reaching mastery?
2. How do school administrators model the importance of continued adult learning?
3. What impact has been made on school culture or practices by school leadership's modeling the importance of continued adult learning?

4. What is the role of school leadership in helping keep the staff up to date with relevant research?
5. Can you give an example of research that is currently being studied or reviewed by the staff?
Why and how was it chosen?
6. How do school administrators draw on the expertise and experience within the staff to enhance staff efficacy and capacity?

Reference

Colorado Department of Education Home Page. <https://cde.state.co.us/>

Focus Group Interview Questions

1. How many times a week you typically work on guided reading and what does this small group instruction look in your class?
2. How many students do you have in your small groups? How many do you feel should be in the group to maximize the effectiveness?
3. What strategies do you use within Guided reading that you best feel support your students?
4. Have you saw the effectiveness of guided reading for your struggling students? For any students? What has this process looked like?

APPENDIX C

Guided Reading Observation Tool

Reader's Workshop with Guided Reading Observational Tool

Teacher: _____ Subject: _____ Grade: _____ Time: _____ Observed: ☐ WP ☐ C ☐

GSE Standards Addressed:					
Learning Environment:	Current Word Wall <input type="checkbox"/>	Student Work w/ Teacher Commentary <input type="checkbox"/> No Commentary	Current Instructional Board <input type="checkbox"/>	Clean Room <input type="checkbox"/>	
Instructional Delivery Observed:	Whole Group <input type="checkbox"/>	Small Group <input type="checkbox"/>	Pairs <input type="checkbox"/>	Independent <input type="checkbox"/>	Other: <input type="checkbox"/>
Instructor's Role Predominately Observed:	Direct Instruction <input type="checkbox"/>	Monitoring <input type="checkbox"/>	Modeling or Demonstrating <input type="checkbox"/>	Facilitating and Asking High-Level Questions <input type="checkbox"/>	Other: <input type="checkbox"/>

Reader's Workshop with Guided Reading or Writing

15% of Instr. Time	Opening	<input type="checkbox"/> "I can" statement/ standard is addressed <input type="checkbox"/> Mini-lesson includes strategies such as mentor texts, read aloud/think aloud, modeling writing, shared reading <input type="checkbox"/> Mini-lesson includes content such as phonemic awareness, fluency, vocabulary, comprehension, and/or appropriate <input type="checkbox"/> Mini-lesson should connect to ongoing work, learning targets, and concrete tasks	Comments:	Additional Look-fors <input type="checkbox"/> Small groups are determined based on data <input type="checkbox"/> Students working with texts at their instructional level <input type="checkbox"/> Small groups are posted in classroom <input type="checkbox"/> "Round robin" reading is not taking place <input type="checkbox"/> Students not in guided reading group are engaged in meaningful literacy stations <input type="checkbox"/> Word wall contains updated vocabulary <input type="checkbox"/> Anchor charts are posted to support instruction													
50-75% of Instructional Time	Work Period	<input type="checkbox"/> Students are working in stations <ul style="list-style-type: none"> ➤ Nonnegotiable stations <ul style="list-style-type: none"> ▪ Vocabulary/Word Study ▪ Independent Reading with response <input type="checkbox"/> Differentiation and research-based instructional strategies are provided <input type="checkbox"/> Guided reading is taking place <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 5px;"> <tr> <th colspan="2" style="text-align: center;">Guided Reading Look-fors</th></tr> <tr> <th style="text-align: center;">Before</th></tr> <tr> <td style="width: 20px;"></td><td> <input type="checkbox"/> Introduce the Book <ul style="list-style-type: none"> ○ Discuss text features ○ Activate background knowledge ○ Make connections ○ Point out interesting/new words <input type="checkbox"/> Set the Focus for Instruction </td></tr> <tr> <td></td><th style="text-align: center;">During</th></tr> <tr> <td></td><td> <input type="checkbox"/> Read the book <ul style="list-style-type: none"> ○ Students at level A-K: Read aloud at the same time ○ Students at level L+: Balance reading aloud/silently ➤ Teacher: "Tap In and Coach" </td></tr> <tr> <td></td><th style="text-align: center;">After</th></tr> <tr> <td></td><td> <input type="checkbox"/> Discuss the Text to Support Comprehension <input type="checkbox"/> Review Focus of Instruction <input type="checkbox"/> Students Share Learning </td></tr> </table> <input type="checkbox"/> Writers' workshop Conferences	Guided Reading Look-fors		Before		<input type="checkbox"/> Introduce the Book <ul style="list-style-type: none"> ○ Discuss text features ○ Activate background knowledge ○ Make connections ○ Point out interesting/new words <input type="checkbox"/> Set the Focus for Instruction		During		<input type="checkbox"/> Read the book <ul style="list-style-type: none"> ○ Students at level A-K: Read aloud at the same time ○ Students at level L+: Balance reading aloud/silently ➤ Teacher: "Tap In and Coach"		After		<input type="checkbox"/> Discuss the Text to Support Comprehension <input type="checkbox"/> Review Focus of Instruction <input type="checkbox"/> Students Share Learning		
Guided Reading Look-fors																	
Before																	
	<input type="checkbox"/> Introduce the Book <ul style="list-style-type: none"> ○ Discuss text features ○ Activate background knowledge ○ Make connections ○ Point out interesting/new words <input type="checkbox"/> Set the Focus for Instruction																
	During																
	<input type="checkbox"/> Read the book <ul style="list-style-type: none"> ○ Students at level A-K: Read aloud at the same time ○ Students at level L+: Balance reading aloud/silently ➤ Teacher: "Tap In and Coach"																
	After																
	<input type="checkbox"/> Discuss the Text to Support Comprehension <input type="checkbox"/> Review Focus of Instruction <input type="checkbox"/> Students Share Learning																
10% of Instr. Time	Closing	<input type="checkbox"/> Connect the lesson to ongoing work and learning targets <input type="checkbox"/> Summarize the learning experience <input type="checkbox"/> Assess (formatively) through questioning and conferencing <input type="checkbox"/> Closing includes strategies such as class discussions, written reflection, students sharing work and receiving feedback															

Observe Name:	
Grows:	Grows:
1. 2.	1. 2.