Elementary Literacy Collaboration
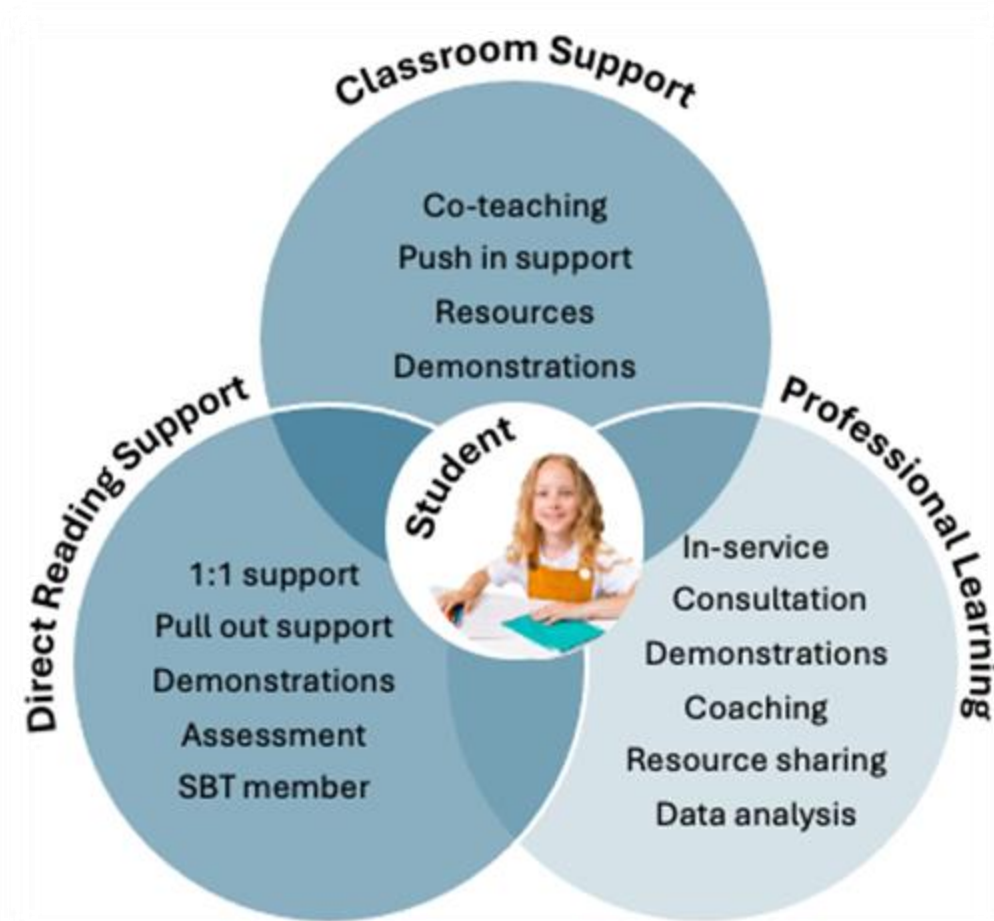## Update October 2024

Syós:ys lets'e th'ále, lets'emó:t

~One heart, one mind, working together for a common purpose~

Goals of Elementary Literacy Collaboration

1. Direct Reading Support

2. Classroom Support

3. Professional Learning

Presentation Agenda

1. Dr. Joanne Robertson – UFV Research

2. Nicole Driscoll – ELC Collaborative Impact

3. Hollie Redden and Karen Allan – Professional Learning

4. Shawna Petersen – Ongoing Considerations and Next Steps

Chilliwack
School District

You Just Can't Wing It: Early Career Teachers' Perceptions of Self-Efficacy in Teaching Reading

Dr. Joanne Robertson, Assistant Professor, School of Education
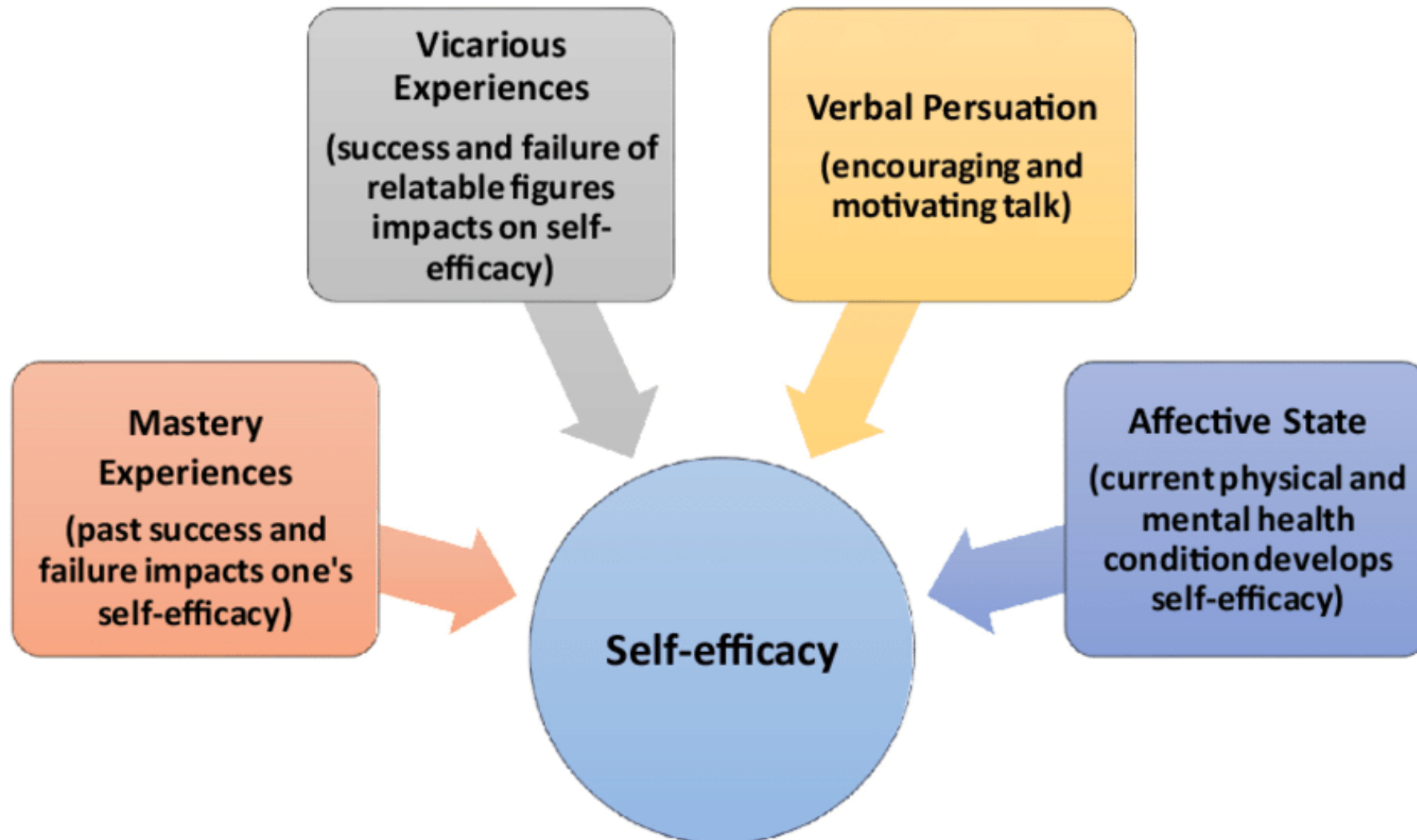
Purpose of this Research Study

- To examine the perceptions of early career teachers (ECTs) with respect to reading instruction, specifically:

  1. the knowledge, skills, and pedagogies they develop in teacher education programs;
  2. their lived experiences as ECTs teaching in the primary grades (K-3);
  3. their needs for ongoing professional learning in reading instruction.

- To inform literacy instruction
  1. in teacher education programs
  2. In school districts (mentorship, supports, and professional learning opportunities)

Theory of Self-Efficacy

- Albert Bandura (1977)
- Defined as a belief in *one's capacity* to attain a desired level of performance to produce specific outcomes
- A powerful driver in human motivation and in overcoming challenging situations
- People "get involved in activities and behave assuredly when they judge themselves capable of handling situations that would otherwise be intimidating" (Bandura, 1977, p. 194).

Principal Sources of Self-Efficacy

Vicarious Experiences

(success and failure of relatable figures impacts on self-efficacy)

Verbal Persuasion

(encouraging and motivating talk)

Mastery Experiences

(past success and failure impacts one's self-efficacy)

Affective State

(current physical and mental health condition develops self-efficacy)

Self-efficacy

Bandura, 1997

Self-Efficacy in Teaching

- A teacher's belief in their ability to "accomplish a specific teaching task in a particular context" (Tschannen-Moran et al., 1998, p. 233).
- Researchers have found that self-efficacy contributes significantly to enhancing teachers' motivation and classroom practices and to improving student outcomes in general (Ashton & Webb, 1986; Moore & Esselman, 1992; Ross, 1998; Tschannen-Moran et al, 1998).
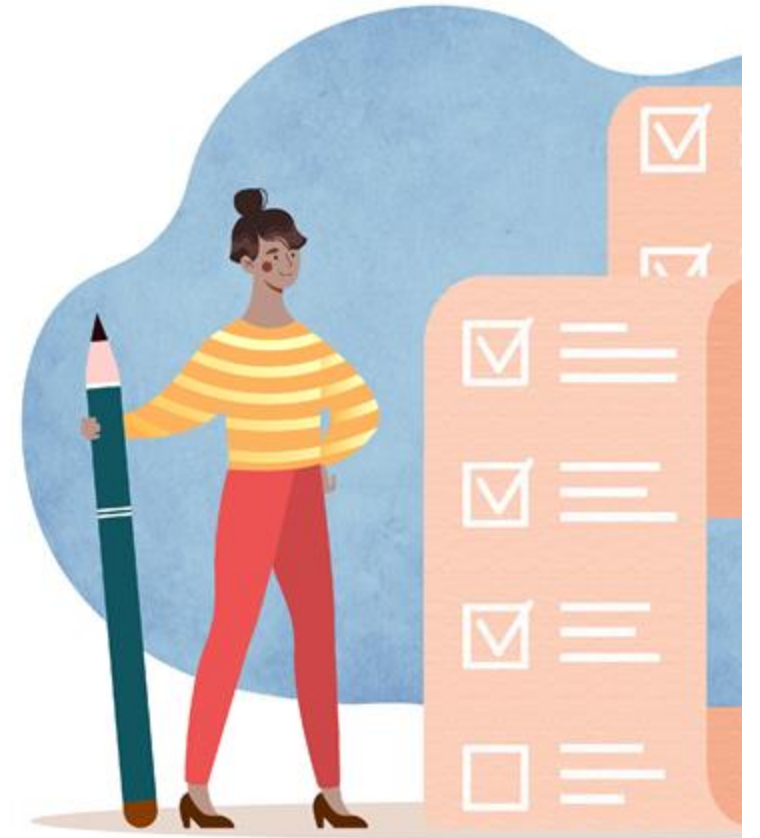
Self-Efficacy in Teaching Reading

- The RAND studies of reading instruction (Armor et al, 1976) explored teachers' beliefs concerning the extent to which they could affect low-income and minority student motivation and performance in literacy tasks.

- Study findings: students in classes taught by teachers with high levels of self-efficacy in reading instruction achieved higher levels of reading achievement than those students whose teachers believed that there was little they could do to change their students' literacy outcomes.

Research Questions…

What are ECTs' perceptions of their learning in postsecondary teacher education programs with respect to their sense of preparedness and self-efficacy in teaching reading in the primary grades?

What types of professional learning and supports do ECTs require to develop their knowledge, skills, and sense of self-efficacy in teaching reading?

What role does *teacher* self-efficacy play in ECTs' motivation for continued learning and growth in reading instruction?

Research Participants and Timeline

Participants: Early Career Teachers in SD33

- 1-5 years of teaching experience
- Currently teaching full time in a primary (K-3) classroom

Timeline January-October 2024

- Winter 2024
  - Approval from Superintendent
  - Ethics Approval
  - Informed Consent from Study Participants
- **Spring 2024 – Data Collection**
  - Online Survey (Survey Monkey ®)
  - Online Interviews (Zoom ®)
- Summer 2024
  - Data Analysis
  - Pseudonyms to protect the privacy of participants
- Fall 2024
 - Developing a research paper for publication

Methodology and Data Sources

Both the survey and interview questions were designed to explore participants' experiences learning about reading instruction and their sense of self-efficacy in teaching reading:

| as pre-service teachers during their BEd program | in the present as early career primary teachers in SD33 | In the future – goals and aspirations in teaching reading |
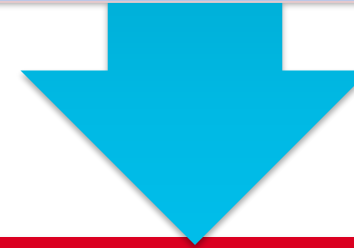
Seven primary teachers consented to participate in this study

| All 7 participants completed the online survey | 5 participants completed an online interview with the researcher |

Study Findings

1. Reflections on Previous Learning and Sense of Self-Efficacy in Teacher Education
2. Reflections on Current Learning and Sense of Self-Efficacy as Early Career Teachers
3. Motivation and Future Goals for Learning about and Teaching Reading

Reflections on Learning in BEd Coursework

- **Too general**
  - Nothing specific to reading in the primary grades
  - Most instruction geared for intermediate grades
  - Focus on engagement, read alouds, and general comprehension for students already reading
- **Specific components of reading instruction not addressed through coursework:**
  - Phonological Awareness and Phonics
  - Reading Assessments
  - Reading Challenges
  - Fluency
  - Vocabulary

Reflections on Learning in the BEd Program: Comments from Participants

"The program wasn't structured towards primary. So, as a primary cohort, we felt that wasn't extremely helpful."

"Nothing specific to reading."

"No phonics instruction at all."

"I don't feel that we ever really delved into how to know if when they're reading to themselves if they're actually reading".

"In terms of taking non-readers and giving them reading skills, it was pretty limited."

We learned a lot about comprehension as it applies to Grade 3 and up. Very brief lecture on early reading that focused on rhyming and songs.... None of that helped me. In fact, I wondered how I missed the part where we actually "teach" them to read.

Responses to Survey Question 5

**Which Components of Reading Do You Wish You Had
Learned More about in Your BEd Program?**
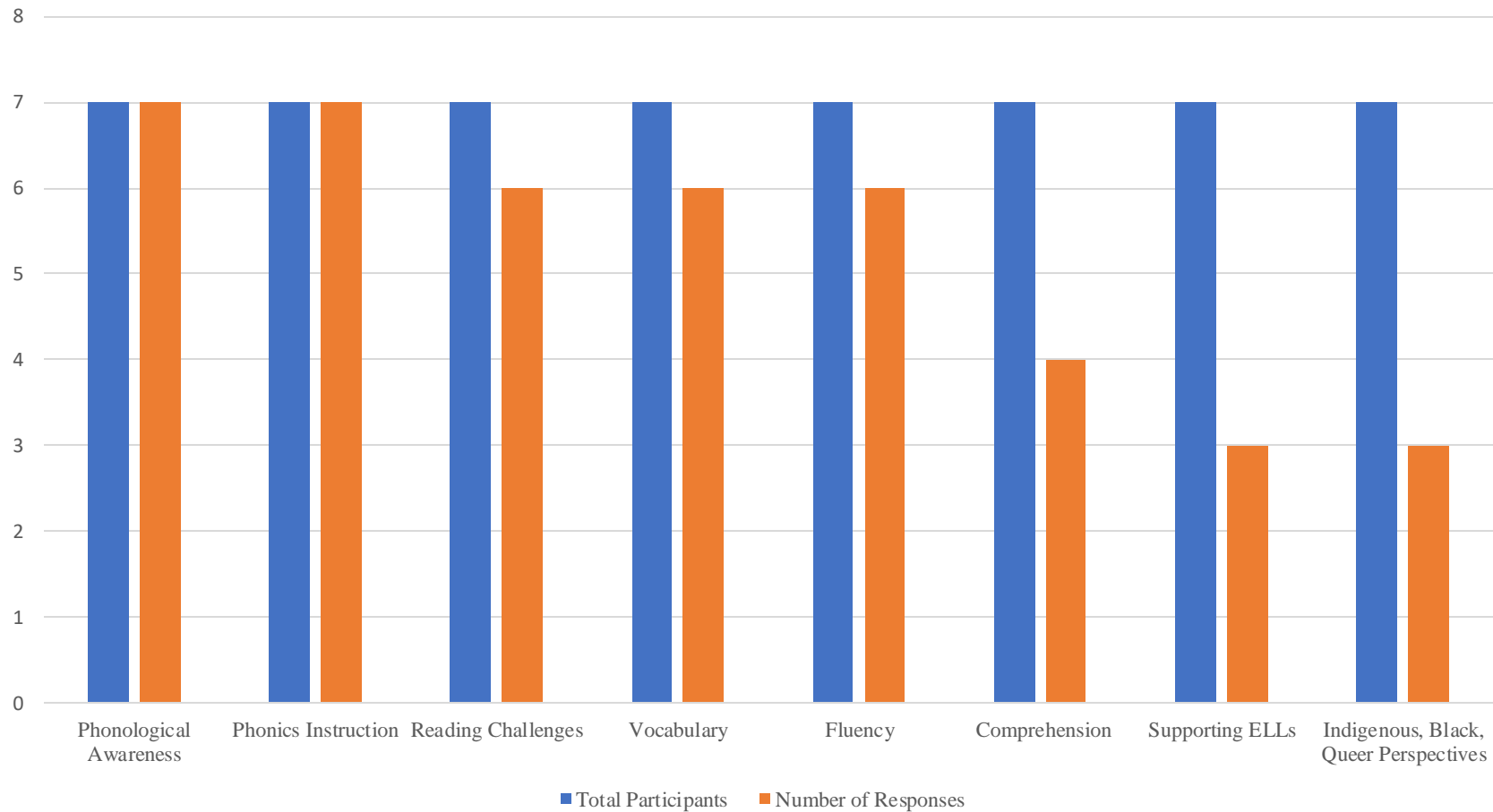
Reflections on Learning during Teaching Practicum

Valuable First-Hand Experiences

"I really started to understand the importance of phonics because I could see it firsthand."

Getting Excited about Teaching Reading

"That's when I think I got excited about teaching how to read especially for the primary kids."

Valuable Learning from Mentor Teachers and Literacy Specialists

"Everybody who was in my world at that time was big on literacy. That was a huge help."

Lack of Practice in Teaching and Assessing Reading Skills

"Looking back, I never felt like I gained a sense of whether any of them were reading accurately."

"I wouldn't say that any of that helped me become a reading instructor."

"I still thought, 'I'm missing something here' because...I didn't see what the beginning looks like. I just don't know what it is."

Reflections on Self-Efficacy as Novice Teachers

Lack of confidence and direction

- "When I went into teaching, reading was the one thing that I absolutely felt unsure about."
- "I had absolutely zero confidence and zero clue where to begin."

Awareness of gaps in understanding and knowledge of reading

- "It was you don't know what you don't know. In retrospect, it was terrible."
- "I wasn't aware of how complex teaching reading is."
- "You just can't wing it."

Feeling ill-prepared and overwhelmed

- "When in my temporary contract position, I felt very unprepared and inexperienced with teaching the foundations of literacy."
- "I said, 'I need help. I want to do the best for my students, but I don't know what to do.' I had a little bit of a mental breakdown."

Reflections on Learning and Self-Efficacy as Early Career Teachers

- **Developing a more comprehensive understanding of reading instruction (Five Pillars)**
  - Clear Literacy Framework
  - Learning from Colleagues
  - Support from District Literacy Experts
  - Professional learning experiences
- **Developing a Sense of Self-Efficacy**
  - Increasing Confidence in Teaching Reading
  - Motivation for Self-Directed Learning
  - Ability to Self-Assess Strengths and Gaps in Reading Instruction

Comments from Participants:
Developing a more Comprehensive Understanding of Reading Instruction

Clear Framework for Literacy Instruction:

- "I think structure and the scope and sequence have been really big – it is the foundation of my entire literacy program."
- "Teaching (reading) in a systematic way is what I've found a lot of success with."
- "A solid structure is important to cover all the material and provide interventions and support to students."

Learning from Colleagues:

- "I think collaboration is huge, especially for first year teachers."
- "This year I joined a collab…we meet once a month and talk about a focus."
- "It's nice to be connected and get to know people… It's building that community of people to run ideas by."

Comments from Participants:

Developing a more Comprehensive Understanding of Reading Instruction
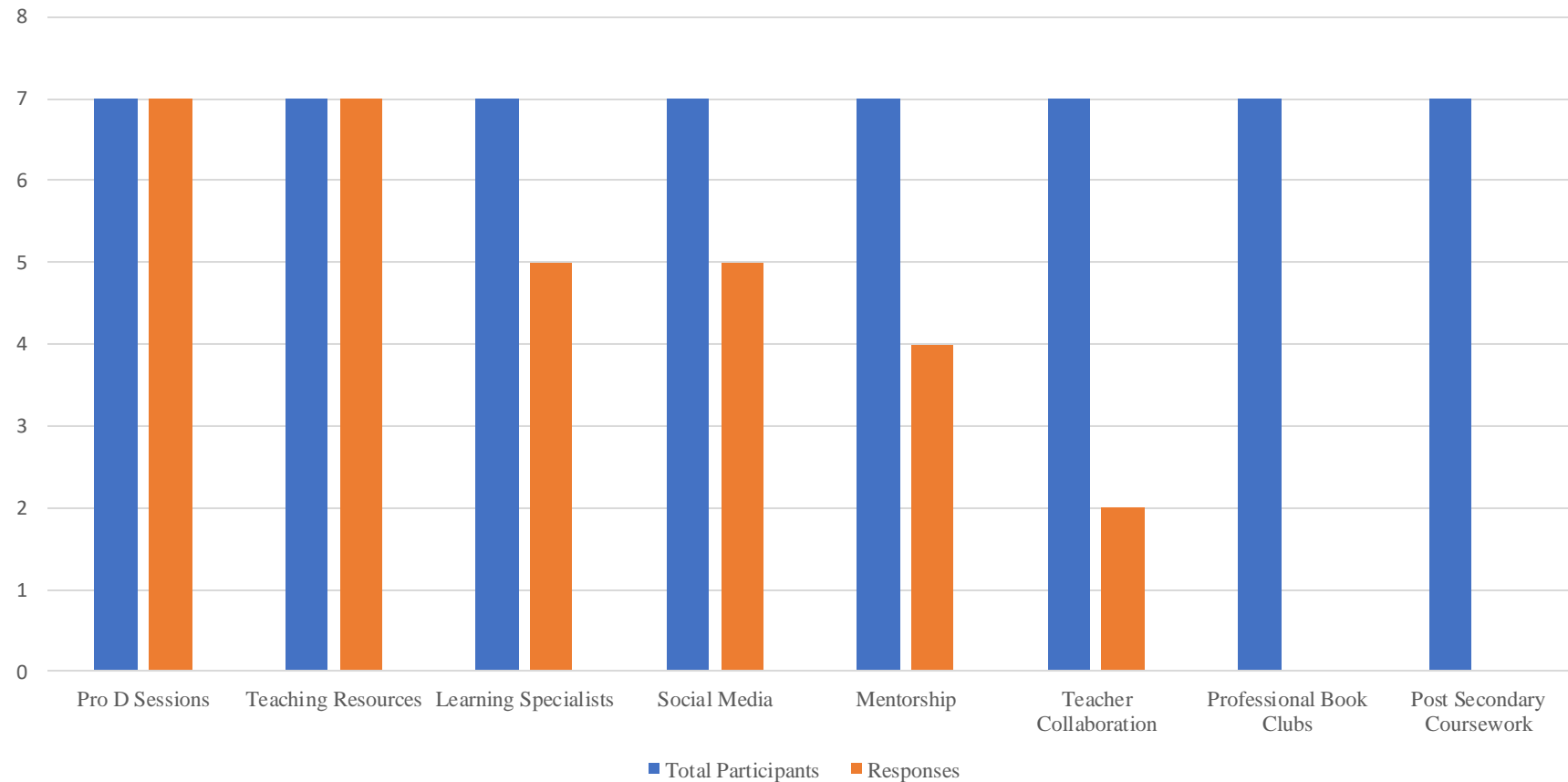
Support from District Literacy Experts

- "The curriculum department has been wonderful."
- "Our district has literacy people who come in (to the classroom) to help."
- "We have an extra person who is a (literacy) expert. They'll give suggestions and books and things to do.."
- "This year we've had TOCs come into our room so we can go and learn from the literacy experts…. they have had a huge impact."
- "Having that time where we can all learn together was so valuable."

Professional Learning Experiences

- "The district is really good at offering a lot of sessions on our Pro D days… so we're not missing out on new research and teaching strategies ."
- "I have signed up for almost every Pro D session that I could over these past 5 years. This has helped me build up a network of literacy teachers. Talking to them and sharing ideas and strategies has been one of the most helpful pieces of my learning."
- "I've done so much Pro D and so much extra stuff with them and collabs that have really helped me. It's just leaning in on that experience."

Response to Survey Question 10

Which Professional Learning Opportunities have Supported your Understanding and Development in Reading Instruction?

Categories: Pro D Sessions, Teaching Resources, Learning Specialists, Social Media, Mentorship, Teacher Collaboration, Professional Book Clubs, Post Secondary Coursework

Legend: Total Participants (blue), Responses (orange)

Comments from Participants:
Developing a Sense of Self-Efficacy as Early Career Teachers

Increasing Confidence in Teaching Reading

- "I feel like I've learned so much this year."
- "I've gotten a lot of knowledge and a lot better over the last few years."
- "I love teaching Grade 1…it's when the kids have that aha moment and their light bulb turns on…That's the best piece of this whole puzzle."

Motivation for Self-Directed Learning

- "I've been teaching myself as I've been teaching the students… It's very, very exhausting. But I'm grateful for it."
- "I've been doing a lot online learning."
- "I keep reading whoever's out there. There are different podcasts that I listen to where they're interviewing different researchers."

Ability to Self-assess in Reading Instruction

- "Intervention is where I want to focus more learning on now."
- The goal is not to have any kids fall through the cracks and start falling behind at such a young age. That's where my direction is going and what I'm trying to learn.
- "I'm always questioning my own practice."

Responses to Survey Question 8

**In Which Aspects of Reading Intruction
Do You Need Further Learning and Support?**
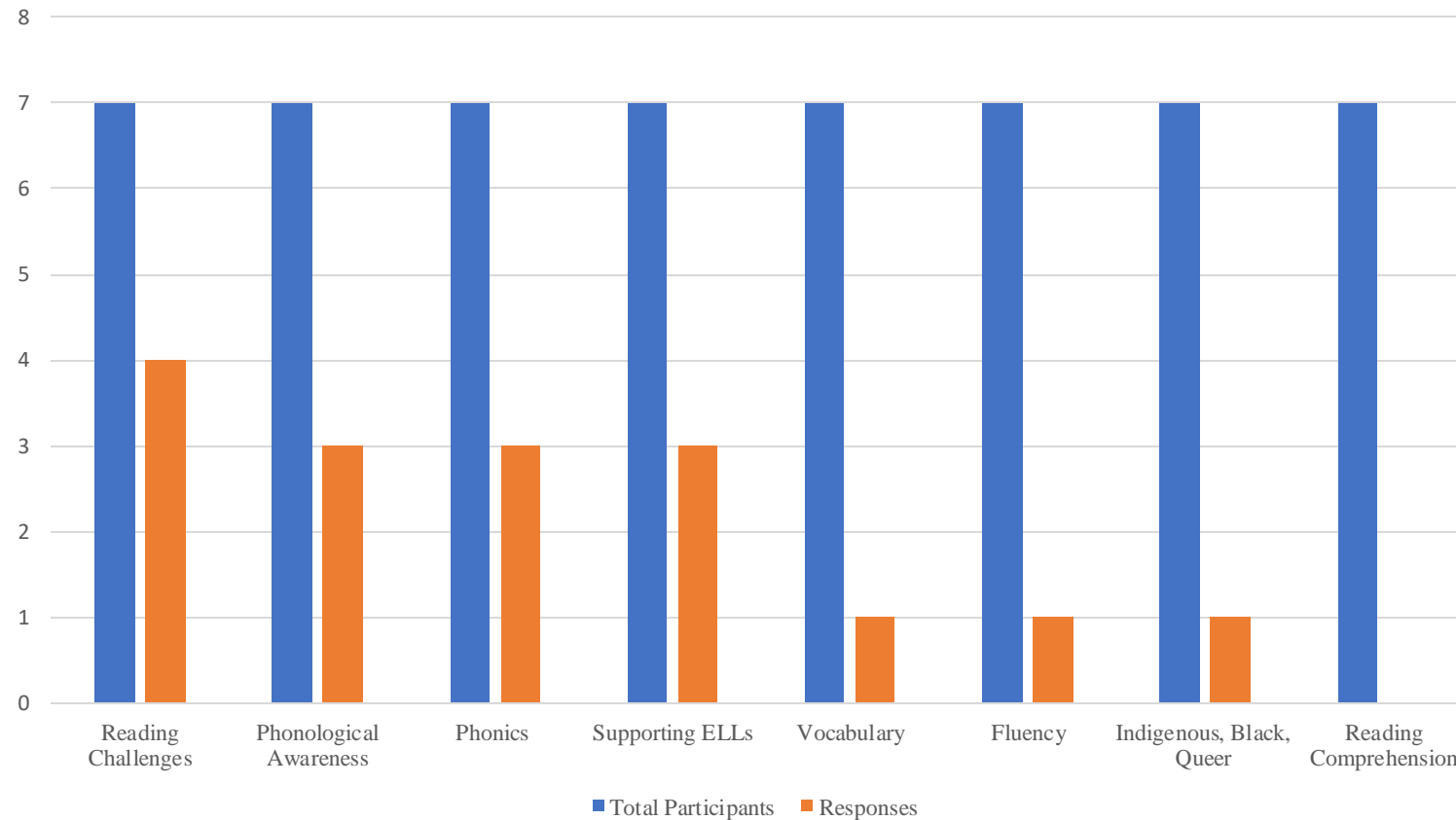
Discussion of the Findings

Bandura, 1997
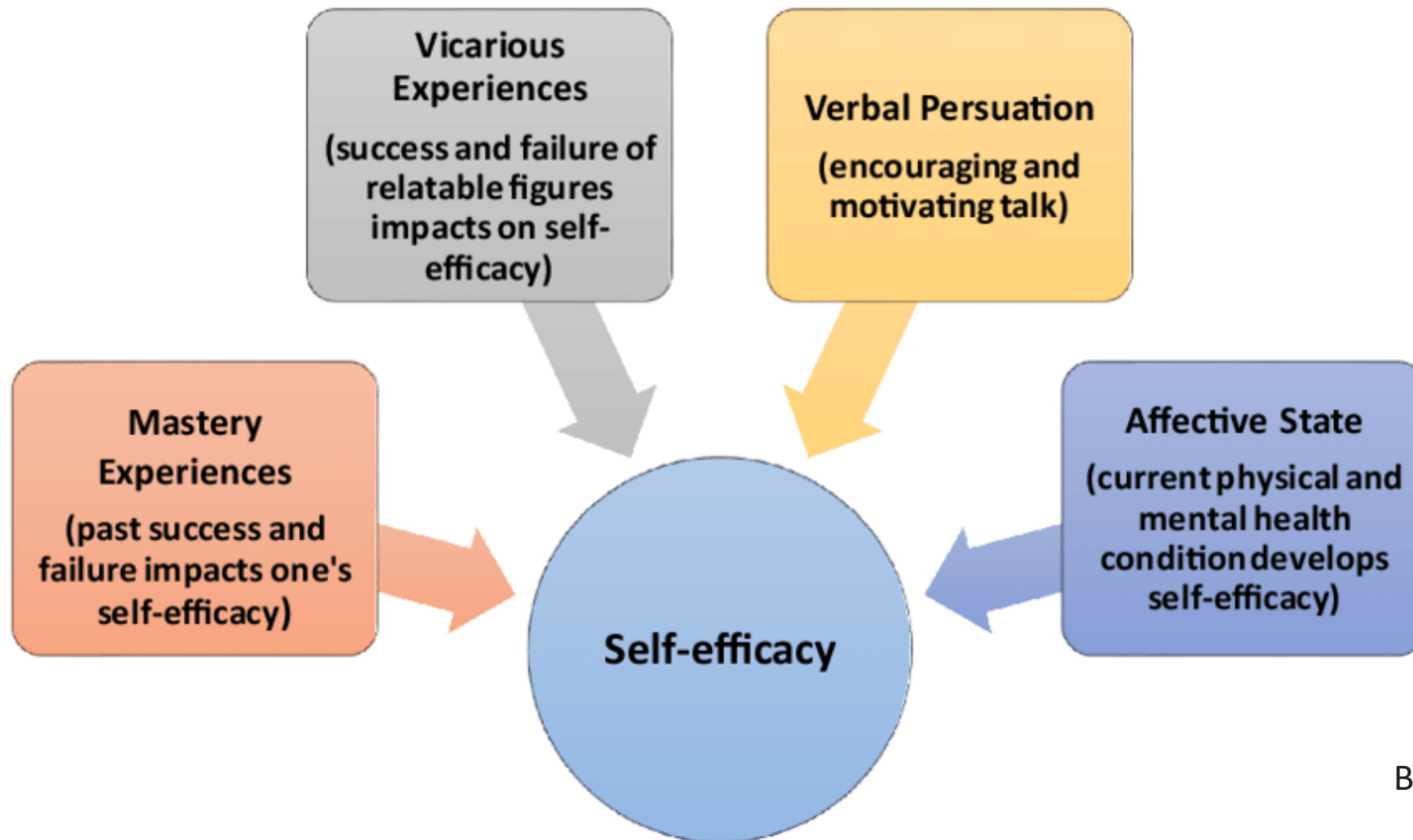
Conclusions and Recommendations

- The data from this study suggests that:
  - Novice teachers come into the profession with low levels of self-efficacy in teaching reading following their teacher education
  - Early career teachers' (ECTs) sense of self-efficacy in teaching reading can be developed through a **coherent** (district-wide) and **collaborative** (people-oriented) approach to literacy instruction that provides ECTs with:
    - a clear framework and specific goals for reading instruction
    - the resources, knowledge, mentorship, modeling, and support they need to be successful reading teachers

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Direct Reading Support · Classroom Support · Literacy Coordinators

Classroom Support
Co-teaching
Push in support
Resources
Demonstrations

Student

Direct Reading Support
1:1 support
Pull out support
Demonstrations
Assessment
SBT member

Literacy Coordinators
In-service
Consultation
Demonstrations
Coaching
Resource sharing
Data analysis

Collaborative Impact
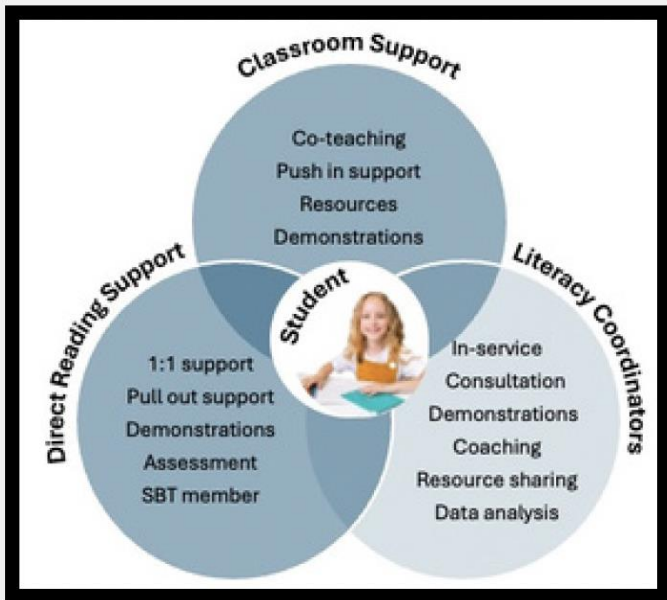
Learning Services
~Totí:lt~

Direct Classroom Support (Tier 1)

138 classrooms

Students that have received intervention (Tier 2 or 3)

636 students

K-5 Teachers that have recieved inservice

400 teachers

Stitó:s teachers engaging in hexagonal thinking on literacy practices, strategies and components

Inservice Teacher Feedback

Post Inservice Teacher Self-Efficacy Survey

Rate your understanding of the reading/writing frameworks and the five components of reading
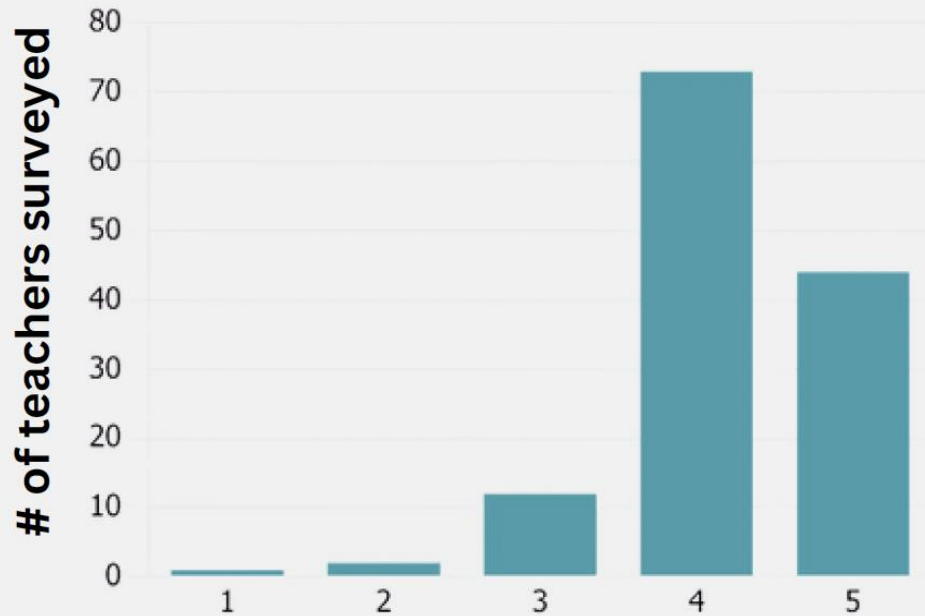
Understanding of Reading/Writing Frameworks 1 least/5 most

70% of teachers surveyed reported increased confidence in their ability to teach literacy while 29% maintained a high level of confidence

Given the "newer to teaching" stage of many of our teachers, I appreciated the hands on examples that were shared with teachers that they could use the next day. General conversations about pedagogy and the "why" are important and always needed. These conversations helped shape teacher understanding of literacy. This has led to individual teacher growth and innovative practice.

Principal SD33

Teachers were asked if the information shared in the sessions were easy to implement/applicable to my work.

- ● Strongly agree   84
- ● Agree   39
- ● Somewhat agree   8
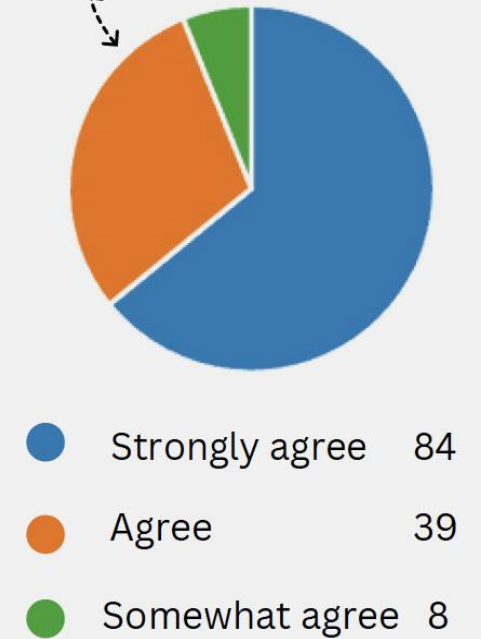
Student Growth

PM Benchmark Growth ⬆

Using pre and post benchmark assessments, students receiving reading intervention, grew by an average of 4.5 reading levels.

Word Inventory Growth (/80) ⬆

Average Gain 12.25

Words Their Way Elementary Spelling Inventory Feature Guide

Research findings revealed an increase in teacher's willingness to implement and sustain new practices when PD is **focused on student learning.**

(Amendum and Liebfreund, 2019; Dennis and Hemmings, 2019; Glover, 2017; Hasbrouck, 2017; Rodgers et al., 2022; Scarparolo, and Hammond, 2018).

Learning Rounds with the Literacy Coordinators

- Professional learning
- Classroom demonstrations
- Debriefing and next steps

Topics:

- Emergent Writing
- Emergent Reading
- Non-Fiction Writing
- Small Group Reading
- Whole Class Reading
- Word Work

Pre-Service Teachers   Early Career Teachers   Co-Teaching   Professional Development
- LAT/ELL
- School Based
- After School
- Inservice

Literacy Coordinators Support

Elementary Literacy Collaboration Teachers

- Provide intervention
- Support classroom teachers during literacy blocks
- Co-plan with teachers
- Use additional assessments to drive instruction
- Present at the February Professional Day
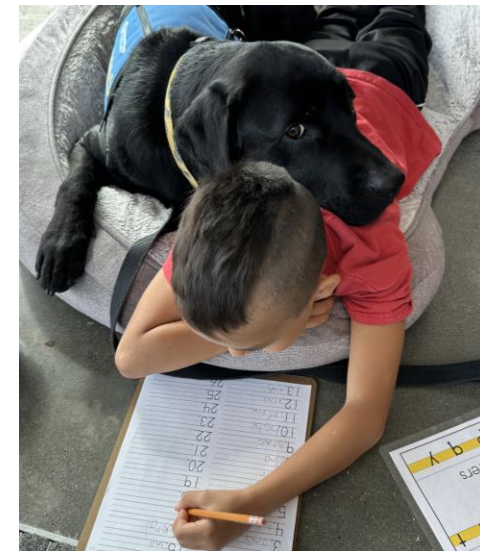
Ongoing Considerations

- Ensuring we are continuing to support teachers in **integrating all 5 components** of literacy

- Continual review of resources to ensure **alignment** with the 5 components of literacy

- Ensuring we are supporting teacher **professional learning** through situated learning opportunities
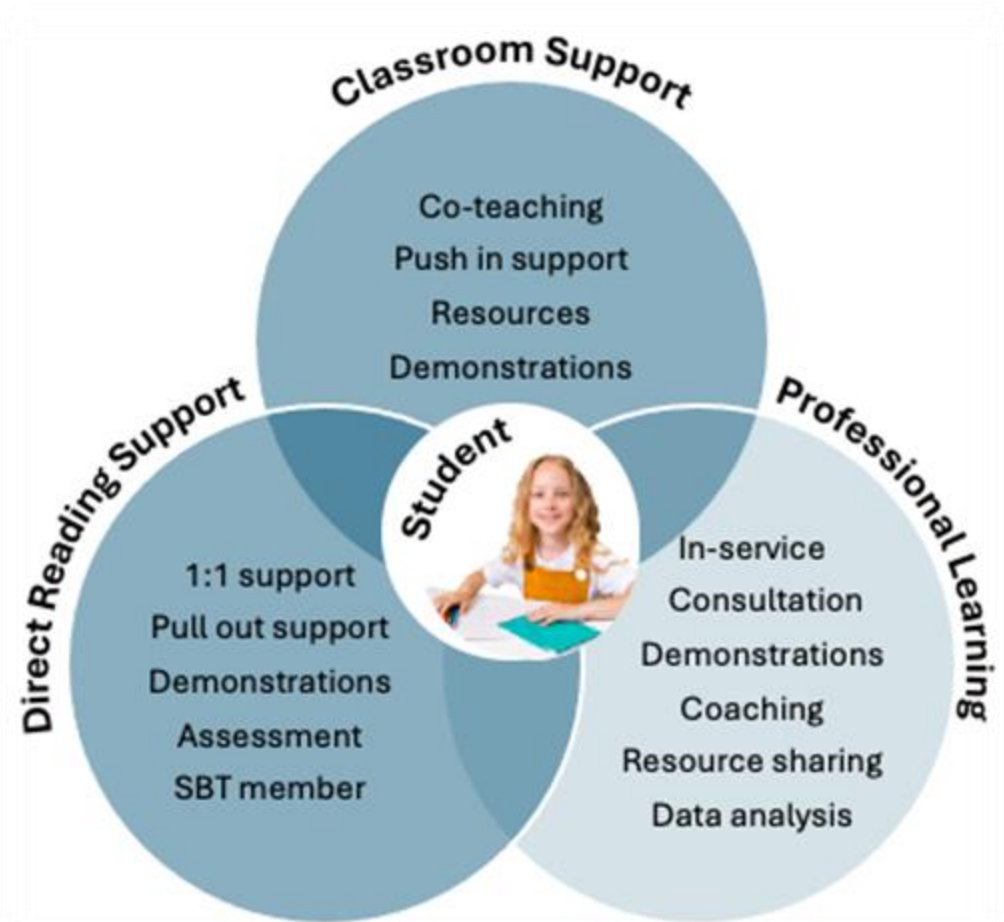
Next Steps

- **Monthly** data review

- **Monitor** students who have **'graduated'** out of ELC support

- **Further analysis** of students who demonstrated minimal growth

Final report of 2-year ELC pilot project - September 2025

Goals of Elementary Literacy Collaboration

1. Direct Reading Support

2. Classroom Support

3. Professional Learning