Fostering Motivation and Teacher Self-Efficacy Using the Guided Reading Method

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FOSTERING MOTIVATION AND TEACHER SELF-EFFICACY USING THE
GUIDED READING METHOD

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Abstract

This case study examines factors that support guided reading instruction to foster motivation in seventh and eighth grade readers. The goal of the analysis is to answer the following two research questions: “How do middle school teachers foster the motivation of struggling students?” and “How do teachers demonstrate efficacy in teaching using the guided reading method?” Twelve middle school teachers, who are employed by a public school system in the Dallas, Texas area were given survey questions focusing on early reading experiences, definitions of reading terms, and current reading practice, and were given a pre and post Teacher’s Sense of Efficacy Scale (TSES). Data collected was analyzed, examining the interviews and scales to determine if any trends emerged from the use of guided reading in the classroom. The findings in the study indicated the participants with a high sense of efficacy structured their guided reading instruction to incorporate meaningful, purposeful opportunities for readers to talk about books to enhance their engagement. The conclusion provided an important investigation of the participants’ reading perceptions on how guided reading factors encourage educators to motivate lifelong readers.

Keywords: Guided reading instruction, Self-efficacy, Teacher perception
Dedication

This doctoral study is dedicated to my daughters, Starr and Skylar. You both are the reason that I decided to take this doctoral journey in order to further my educational studies by providing a better life for us.
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I extend my deep appreciation to the professors and professional colleagues on my dissertation committee, who shared their time, insight, and expertise. Dr. Mark Jimenez, faculty chair, shared his time, feedback, invaluable expertise in transformational leadership and was a constant source of encouragement and support during every step of this journey. My sincere gratitude to committee members, Dr. Mary Robinson and Dr. Catherine Beck, who provided their time, feedback and encouragement throughout my journey. Each member of the committee brought a different perspective to the research study and encouraged me to think in complex ways.

My deepest honor and gratitude goes to my mother, Mrs. Lillie O’Banion, who taught me that I could accomplish anything in life with a positive and grateful attitude, hard work, and dedication. I would like to thank Dr. G. Johnson, my mentor and former administrator, who helped me in this journey and for always being a source of support and inspiration. Your dreams for me have become a reality, and I am forever grateful.

“I can do all things through Christ who strengthens me”

~ Philippines 4:13
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Chapter 1: Introduction

Recent research initiatives have led to a steady increase in 4th grade reading scores since 1999; however, this has not resulted in an increase in literacy levels of children 13–17 years old, which have remained constant for the last 37 years (Rampley, Dion, & Donahue, 2009). The National Assessment of Educational Progress (NAEP) results shows that the reader’s literacy levels have remained static for the last twenty years in a time-period where the requirements of reading have become increasingly complicated (Kami, 2003; Snow & Biancarosa, 2003). Struggling readers who graduate are not prepared to meet the demands of college with roughly 40% of high school graduates lacking the literacy abilities supervisors seek (Achieve Inc., 2005).

The purpose of this study was to investigate how teachers encourage motivation to read and to show how teachers demonstrate efficacy in teaching using the guided reading method at a middle school in the Dallas, Texas area. Guided reading is a teaching method formed to assist learners to construct an appropriate method for advancing an assortment of progressively demanding books in a defined period. Fountas and Pinnell’s (1996) small-group instruction was created to give differentiated instruction that upholds learners in expanding reading skills. The educator utilizes a secured system that authorizes for the assimilation of specific strategies in a correlated extent.

Motivation in education can be summarized as a student’s willingness to undertake and persist in challenging tasks and seeking help to perform in school (Meece, Anderman, & Anderman, 2006). Motivational research provides an understanding of the factors influencing motivational self-efficacy (engagement, guided reading instruction, and classroom management), but the application of these factors within the middle school classroom is linked to teacher beliefs and perceptions surrounding motivation (Hardre’ & Hennessey, 2013). Therefore, an
understanding of these beliefs and attitudes and how they relate to strategies and motivating behaviors is necessary to understanding student motivation.

Teachers’ perceptions of their capability to impact motivation comes from their feelings of accomplishment, knowledge of and techniques for motivating students, and equivalence with students (Hardre’, Sullivan, & Roberts, 2006). Self-efficacy is the view of one’s position to build a wanted result is a critical component of this perception (Bandura, 1977). According to Zimmerman (2000), higher levels of self-competency are related with expanded abilities to begin, assist and endure towards goals notwithstanding problems or mishaps. Middle school instructors may also foster different levels of self-efficacy for their potential to recognize a lack of motivation in students against tackling those issues (Hardre’ & Sullivan, 2009).

**Background, Context, History, and Conceptual Framework for the Problem**

Guided reading is a method that gives different possibilities to support students’ literacy development by growing realization of specific designs of skills that individual students bring to language occurrences. Fountas and Pinnell (1996) discussed that guided reading teaching is patterned to produce distinguished instruction that undergirds students in emerging reading mastery. The teacher utilizes an arranged system that enables the implementation of some fact-finding techniques into an organized whole. For example, students will learn that guided reading methods mean studying, talking, and scripting about an intriguing variety of fiction and nonfiction words. Middle school teachers understand that guided reading is a way to take the chance for attentive wording along with in-depth instruction of organizations of calculated interest for experienced reading.

For many middle school readers, the advantages of reading today or in the future are purely not evident. However, middle school teachers can aid students to produce a realization of
the gift of reading to their lives through a scope of lessons (Guthrie, 2008). According to Guthrie (2008), middle school readers are soliciting entitlement and an understanding of how to read about learner’s encounters of liberation. As students develop consciousness of how reading connects to them, their appreciation of reading enlarges in range and insight. With real discussions with the educator, readers can increase recognition that reading affects school achievement, expectations for additional instruction, their job possibilities, and anticipations in the world of productive employment.

According to Fountas and Pinnell (2006), systematic, free self-monitoring behavior and the capacity to explore for and use various resources of details in the text are crucial to master. The teaching determinations in guided reading become the next outlook when the teacher builds a body of learners in the classroom. For instance, students are interested and individualistic in relevant and creative literacy possibilities while the teacher meets with students in guided reading instruction (Fountas & Pinnell, 2006).

**Statement of the Problem**

This study focused on how teachers encouraged motivation to read and to show how teachers demonstrate efficacy in teaching using the guided reading method at a middle school in the Dallas, Texas area. Guthrie (2008), mentioned middle school educators do not feel positive in the instruction of reading because of a need for professional development on best instructional practices, the standard of the teaching of reading being conveyed to readers were influenced.

**Purpose of the Study**

The purpose of this qualitative study was to investigate how middle school teachers encouraged motivation to read and to show how teachers demonstrate efficacy in teaching using the guided reading method at a middle school in the Dallas, Texas area. I collected data
predominately through interviews and TSES surveys with the middle school reading instructors and reviewed documents that were related to educative reading curriculum statewide and throughout the district test scores and the school’s professional development opportunities. By triangulating the data, I analyzed the interviews and surveys by utilizing an analytical process, which is a qualitative analytical method for locating and finding patterns such as themes in the data.

**Research Questions**

1. How do middle school teachers foster the motivation of struggling students?
2. How do teachers demonstrate efficacy in teaching using the guided reading method?

**Rationale, Relevance, and Significance of the Study**

**Rationale**

Studies have revealed teachers dominate the discussion during guided reading (Fisher, 2008; Skidmore et al., 2003) and fail to elicit from students their background experiences to develop comprehension of the text (Fisher, 2008). Previous studies have shown the inadequacies in the implementation of guided reading, and the need for training on such an approach to providing teachers the support they need to make decisions to implement guided reading effectively (Fisher, 2008; Ford & Opitz, 2008). Even though teachers may feel confident about conducting guided reading, the actual practices demonstrate otherwise. Ford and Opitz (2008) conducted a survey surveying more than 1,500 teachers. The survey responses revealed that teachers were not clear in the methods of guided reading. These practices included the purpose of guided reading instruction in connecting it to the balanced reading program, in prompting, and in responding to students as they responded to texts. Teachers also lacked the knowledge in providing quality instruction during guided reading and in matching students with books at their
instructional levels. Additionally, teachers needed assistance in strategically setting up guided reading instruction and in using assessments to inform instruction.

This study addressed how middle school teachers encouraged motivation to read and to show how teachers demonstrate efficacy in teaching using the guided reading method at a middle school in the Dallas, Texas area. Teacher’s guided reading instructional practices support student’s reading self-efficacy, which is an instructional approach designed to target the student’s strengths, needs, and interests.

**Relevance**

When the seventh and eighth-grade teachers begin to look at the guided reading instruction data objectively, there could be an elevation in correspondence throughout student learning linking teachers at the same grade level which can influence a more student-centered-focused school environment. Qualitative research, often referred to as interpretative analysis, assumes reality is constructed. Creswell (2009) defined qualitative research as a process that began with “assumptions, a worldview, the possible use of a theoretical lens, and the study of research problems inquiring into the meaning individuals or groups ascribe to a social or human problem” (p. 37).

An interpretive framework informed this inquiry. In an interpretive paradigm, the investigator’s intention is “to make sense (or interpret) the meanings others have about the world” (Creswell, 2012, p. 21). The purpose of interpretivism is to understand “how people make sense of their lives, what they experience, how they interpret these experiences, how they structure their social worlds” (Merriam, 1998, p. 19). Therefore, the investigator’s goal was to have discussions and interactions with those being studies. Through open-ended questioning, the investigator-initiated conversations to listen carefully to the dialogue of people. From these
social interactions, the researcher made interpretations to construct knowledge (Creswell, 2012).

**Significance**

Teachers are vital to the success of their middle school students. This study is significant because it provides an in-depth understanding of the experiences of twelve reading teachers and how they encouraged motivation to read and to show how teachers demonstrate efficacy in teaching using the guided reading method. Guided reading is an approach to reading that requires teachers to be knowledgeable in the complex cognitive process involved in learning to read. Through guided reading, teachers coached students as they read. Participants knew their students’ needs and made the instructional decisions to support them as readers.

The motive of incorporating and analyzing each of these factors of fluency, accuracy, and comprehension in small-group instruction is to encounter the many educational requirements of all readers in the middle school classes. For example, by teaching learners to read progressively challenging books with comprehending to establish usefulness while utilizing problem-solving techniques, grasp notions, or plans not formerly experienced (Iaquinta, 2006, p. 414).

Middle school teachers who encouraged all readers to apply a broad elevation in the class, fostered trust, tenacity, and attention to multiple paths. According to Guthrie (2008), the experiences of middle school teachers to motivate students include: (a) establishing rapport, (b) constructing progress, (c) reassuring purpose, (d) promoting consciousness, (e) providing options, and (f) planning objectives. Transformation takes its course, but recognizing an inspiring vision, constructing nurturing partnerships, aiding the schooling of middle school educators and pinpointing the achievement. This analysis will reinforce or banish new logic about professional development through instruction.
Definition of Terms

There are 15 definitions are embedded throughout the study. The definitions are as follows:

Accuracy

The percentage of words the student reads aloud correctly.

Comprehension

Refers to the ability to comprehend your actual understanding of something.

Differentiate

To show or find a difference between people or things.

Fluency

The skill to demonstrate oneself, effortlessly, and articulately.

Guided Reading Instruction

Is an educational system that involves an educator working with a small-group of readers who express same level reading activities and can read levels of books that are alike.

Running Record

The transcript of the text on which oral reading is coded.

Anecdotal Notes

When a teacher documents student’s growth and trends.

Self-Efficacy

As one’s view in one’s skill to achieve specific accomplishments that affects their lives.

Common Core Standards

A set of education standards for teaching and testing English and Mathematics in Grades K-12.
Gradual Release of Responsibility

Understandings of the meaning and ways of planning, teaching, and evaluating.

Thematic Analysis

A qualitative analytical method for identifying and reporting patterns (themes) within data.

Instructional Level

The level at which the student reads the text with 90–94% (levels A-K) and 95–97% (levels L-Z) and proficiency or approaching proficiency in comprehension.

Professional Development

Method of enhancing and expanding potential in personnel through access to instruction and training possibilities, or by observing others perform form the task.

Teacher Efficacy

An educator’s view in their skills as a developed instructional effect, objective consensus, and openness of leadership.

Zone of Proximal Development

Describes what a reader can achieve individually and what a student can accomplish with help and support from a teacher.

Assumptions, Delimitations, and Limitations

Assumptions

The assumptions for this case study consisted of middle school teachers’ self-efficacy and seventh and eighth-grade students’ achievement mediated through classroom practices such as guided reading instruction, student engagement, and classroom management.

1. Participants gave honest answers to the interview questions and surveys.
2. Participants might have held back information from the researcher due to fear of being judged by the researcher.

3. A qualitative study was the appropriate research design for this study since exploration of perceptions is commonly explored with the use of a qualitative case study (Yin, 2014).

**Limitations**

This study was administered at one middle school in the Dallas, Texas area and the teachers chosen from this qualitative study was subject to the following limitations which include one restrictive possibility could be that the participants could end the study once it has begun. Some teachers may also be worried that school administrators would assess involvement. The data assembled for this investigation will be self-reported qualitative data. There was no quantitative data conducted within this analysis. Creswell (2003) maintained that interviews present limitations since they produce data that have been filtered through the interviewee.

**Delimitations**

This case study was delimited to purposeful sampling was used rather than randomly selecting a sample. As a result, the findings of this study are not generalizable. The reading teachers who chose to partake were anticipated to sacrifice their time during department meetings and conference periods for collaboration. In conclusion, this case study was restricted to the educational field of guided reading methods only.

**Summary of Chapter 1**

The purpose of the completed qualitative case study was to explore how middle school reading teachers foster the motivation of struggling students, and to show how teachers demonstrate efficacy in teaching using the guided reading method. The target population
consisted of middle school reading teachers in the case study school. The sample included 12 teachers with a range of classroom teaching experience. This case study used two data collection tools, which included individual interviews and the Teacher’s Sense of Efficacy Scale (TSES) surveys. Data was analyzed using Yin’s (2014) synthesis for the interviews and surveys. No quantitative analyses were conducted on the survey data.

The second chapter, the literature review, includes discussion on teacher self-efficacy, the history, and context of the factors that foster motivation and support guided reading, social learning theory, as well as a review and critique of related studies. The third chapter outlines the methodological plan of the study including the topics of research methods and design sampling procedure, data collection, data analysis, ethical considerations, and validity and reliability. Chapter 4 provides the results of this case study and includes a detailed explanation for the source of the data. Chapter 5 summarizes the substantial research used to support this case study, discusses the common themes that emerged from this research, and concludes with offering recommendations to improve how middle school reading teachers foster the motivation of struggling readers and the classroom factors that support guided reading for future research.
Chapter 2: Literature Review

Guided reading is an instructional plan arranged to help individual students construct a successful system for dealing with an array of progressively demanding materials based on students’ reading levels (Ford & Opitz, 2008). The design of this review was to investigate how teachers encourage motivation to read and to show how teachers demonstrate efficacy in teaching using the guided reading method at a middle school in the Dallas, Texas area. Fluency, accuracy, and comprehension levels enhance the learner’s reading accomplishments completely; however, improvement in these three categories are considered indicators that will increase comprehension skills in reading. Braunger and Lewis (1998) confirmed that written communication relied on four prompting systems. For example, exemplifying types of learning the student uses to interact with content such as connotations, denotations, fundamentals, and phonemic awareness systems. A proficient reader makes use of the grapho-phonemic instruction contributed by the text to translate each word which is completed promptly and naturally. As the text is decoded, the reader utilizes phonological instruction to apprehend the decoded text.

Guided reading is analyzed, professionally stimulated, highly directed, constructed reading lessons that drive all students regarding self-supporting reading of highly enriched grade level texts. For example, reading out loud and individual reading prepares educators to implement effective motivation for readers’ literacy learning. An educator using guided reading system assigns content allowed for a certain group of learners, begins that book by communicating to readers about appropriate awareness, allows delicate support for the readers to think and read vigorously through the content (Reading for Life, 1997).

Guided reading instruction has an extensive history in the United States. Barr and Dreeben (1991) directed a detail of traditions arranging methods and elaborated that there was
not a lot of methodical groundwork to sustain or debate use of these methods. Consistently skilled, guided reading instruction had complications, for instance: the harshness that groups trailed a continual array of books and less education in crucial thinking administered to slower-learning groups. Opitz and Ford (2001) examined how small-group instruction determined that instructors believed that small-group instruction lessons appeared in a classroom before adequately applying such a plan. The authors stated that the instructors first need to believe that guided reading teaching is a program that is considered to assist all children to become independent readers. Implementing this system has allowed middle school reading teachers to assess and instruct their learners constructed on each individual needs (Opitz & Ford, 2001).

According to Fountas and Pinnell (1996), small-group instruction is a guided reading method constructed to allow learning that accepts readers in prompting reading advancement. For the pupil, the small-group instruction discussed reading and writing stimulating and enticing varieties of genres. For the instructor, small-group instruction is defined as taking the chance for precise book approval that is intended for comprehensive instruction of structures of critical lessons for advanced reading. The Fountas and Pinnell (2011) Guided Reading System consists of a lesson framework that is designed to teach five parts and takes about 45 minutes for each lesson. The lesson consists of selecting a book that is on the student’s reading level, reading a book, writing a reading, word study activities and completing a comprehension, vocabulary and fluency lesson. While a student is reading a leveled book based on their guided reading level, the teacher conducts a running record while marking their errors, self-revising, fluency and guides the narrative with a sequence of questions to verify the reader’s understanding. Middle School educators are using the Fountas and Pinnell (2011) Guided Reading System in aspirations of noticing expanded fluency, accuracy, and comprehension and an increase in motivation among
their students.

The investigative research about the educator-student connections and readers’ collective initiatives in fulfilment is plentiful (Guthrie, 2008). For instance, readers who request to collaborate with the instructor and assist other learners instructionally constantly excel in higher grades as in 9th and 10th than pupils who are unsocial and offensive to other readers. Consequently, educator time procured in establishing a feeling of assurance, esteem, consent with rules, and personal authority regarding social standards strikingly reimbursed in learner simplicity and teaching.

**Study Topic**

The study topic of this research is to investigate how teachers encourage motivation to read and to show how teachers demonstrate efficacy in teaching using the guided reading method at a middle school in the Dallas, Texas area.

**Context**

The system of implementing guided reading begins with teachers initially evaluating their students’ reading capabilities by administering running records. Which is a system that a teacher uses to track a student’s reading level by documenting errors and taking anecdotal notes. For instance, running records are utilized to document examinations of distinctive learner attitudes, abilities and conduct as they correlate to the results, along with the running records. Seventh- and eighth-grade reading teachers need to determine readers in order to arrange them comparatively.

**Significance**

Teachers are vital to the success of their middle school students. This study is significant because it provides an in-depth understanding of the experiences of twelve reading teachers and how they encouraged motivation to read and what factors teachers used to promote guided
reading instruction. Guided reading is an approach to reading that requires teachers to be knowledgeable in the complex cognitive process involved in learning to read. Through guided reading, teachers coached students as they read. Participants knew their students’ needs and made the instructional decisions to support them as readers.

The purpose of involving and inspecting each of these characteristics of fluency, accuracy and comprehension in small-group instruction is to encounter the versatile teaching wants of readers in middle school classes, to instruct readers in reading to a greater extent hard contents with comprehension and fluency, in order to build significance while applying problem solving plans, and perceive notions or conceptions not formerly experienced. The middle school teacher prepared the intentional and thorough lessons that broadens the knowledge that lets students pay attention on engaging instruction. The completeness of reading is guided by interest in contents and the target of genuine reading in a tangible world. (Iaquinta, 2006, p. 414).

Middle school educators who encourage learners to provide a vast structure in the classes instill support, trust, and engagement throughout countless paths (Guthrie, 2008). According to Guthrie (2008), the experiences of middle school teachers to motivate students include establishing relationships, creating success, guaranteeing relevance, promoting awareness, providing choices, and organizing social goals. Adjustments takes time, determining a clear vision, structuring a belief in relationships, supporting the teaching of middle school teachers and recognizing the achievement.

**Problem Statement**

The problem statement in this case study focused on how teachers encouraged motivation to read and to show how teachers demonstrate efficacy in teaching using the guided reading
method at a middle school in the Dallas, Texas area. Struggling middle school readers frequently exhibited a cynical viewpoint regarding reading skills and displayed little motivation to learn. Guthrie (2008), mentioned middle school educators do not feel positive in the instruction of reading because of need for professional development on best instructional practices, the standard of the teaching of reading being conveyed to readers were influenced.

**Research Questions**

1. How do middle school teachers foster the motivation of struggling students?
2. How do teachers demonstrate efficacy in teaching using the guided reading method?

**Conceptual Framework**

For many middle school students, the advantages of reading in the future are clearly not apparent. However, middle school educators can assist readers produce a realization of the gift of reading for themselves throughout an array of lessons and strategies (Guthrie, 2008). As students expand recognition of how reading links to them, their appreciation of reading develops in scope and range. By developing discussions with the instructors, readers can enlarge their recollection that learning affects their accomplishments, hopes for additional instruction, work possibilities, and outlooks in the world of profitable occupations.

According to Fountas and Pinnell (2006), organized, self-supporting behavior and the capability to seek for and use an assortment of origins of material in the content are vital to advancement. The teaching outcomes within guided reading becomes the next perspective when the teacher builds a community of learners so the pupils are interested and free in purposeful and meaningful literacy and reading chances while the educator works with guided reading sessions (Fountas & Pinnell, 2006). Furthermore, small-group lessons have been found to help student learning, primarily those who have difficulties learning how to read (Foorman & Torgeson,
Shanahan (2014) argued that the term, “guided reading” was not created by Fountas and Pinnell. It was a term used by one of the basal reader companies during the 1950s to describe their lesson plans in which teachers guided students to read a text by pre-teaching vocabulary, setting a purpose for reading by having students read part of the text, and then discussing that portion in pursuit to a series of teacher questions.

Fountas and Pinnell (2011) discussed Eight Components of Guided Reading that are aligned with the keys of the common core state standards which include complicated, above level reading apprehension, which is the target of small-group instruction. Guided reading activities supply chances to enlarge instructive vocabulary in reading, writing, communication, and meaningful teaching. Small-group sessions involve instruction that enlarges readers’ power to apply the notions of writing, phonetic recognition, approach to language, and precise, articulate expression to progression of writing. Shanahan (2011) mentioned the problem with guided reading and similar schemes is that they tend to focus on helping students learn minimal amounts of reading, something that Fountas and Pinnell have stated explicitly in at least some editions of their textbooks. Shanahan (2011) mentioned that students should use contents only somewhat above their reading level and suggested they can learn more by utilizing difficult texts if the teacher gives them enough precise instruction in strategies such as word decoding, vocabulary and comprehension.

Braunger and Lewis (1998) stated that, “The approaches that support guided reading are difficult and diverse” (p. 5), for example, he selected the 13 Core Understandings about reading, all of which have a basis in analysis and concept and are meaningful for reading plans in common and compatible to a study of small-group instruction accurately. Braugner and Lewis (1998) gathered a list of “core understandings” about comprehending what to read that
mentioned reading is a development of context from texts that is a rapid and mental system.

Braugner and Lewis (1998) compiled a list of “13 Core Understandings” about learning to read that include:

1. Reading is a construction of meaning from texts. It is an active, cognitive and affective process.
2. Background knowledge and prior experiences are critical to the reading process.
3. Social interaction is essential in learning to read.
4. Reading and writing develop together.
5. Reading involves complex thinking.
6. Environments rich in literacy experiences, resources and models facilitate reading development.
7. Engagement in the reading task is key in successfully learning to read.
8. Children’s understandings of print are not the same as adults’ understandings.
9. Children develop phonemic awareness and knowledge of phonics through a variety of literacy opportunities models and demonstrations.
10. Children learn successful reading strategies in the context of real reading.
11. Children learn best when teachers employ a variety of strategies to model and demonstrate reading knowledge, strategy and skills.
12. Monitoring development of reading processes is vital to students’ success.
13. Children need the opportunity to read daily.

In agreement with Henk (1993), schema produce the learning systems in readers’ minds, and this formation acknowledges the students to equate new information either fits into current theory systems. Pressley (1998) discussed the ideas of schema renewing, observing that
incitement greatly affect apprehension, knowledge distribution, and memorization of what is read. Learners are drawn through continuation of learning to comprehend books (Braunger & Lewis, 1998), and the denotations they build differ from student to student (Pressley, 1998). Numerous interpretations are achieved between readers due to their feedback to research coupled intimate and established in a book (Spiegel, 1998). Consequently, it is necessary that educators promote appreciation of the order of ability that readers take to academia, in addition “long-term” past decoding and the exact preexisting knowledge needed to read appropriate texts (Braunger & Lewis, 1998).

More awareness about the sociable communication engrossed in determining to understand and utilize for the “more sophisticated other” to react skillfully to the student are specified by McNaughton (1995). Outlining on his analysis with New Zealand descendants and the notions of authors such as Vygotsky, Heath, Bronfenbrenner, and McNaughton (1995) discussed leaders’ initial teaching requirements of a concept of “co-construction.” McNaughton (1995) stressed an implication in consistent cooperation among a learner’s foundational constructions and those of their kin and cultural body. McNaughton (1995) argued that these conceptions are collective results of familiar lessons that differ remarkably of one generation or society to another. As reported by McNaughton, the pupils’ views are frequently designed as a reaction of their individual conduct, hence the thought of origination.

Wall (2014) mentioned guided reading for middle school students is based on the Optimal Learning Model which is known as the gradual release of responsibility. Even though middle school educators are accustomed with the Optimal Learning Model in guided reading lessons, they take on much of the responsibility while students take on an inactive role of consuming knowledge in a constructed modeled activity at the top of the Optimal Learning
Model. Wall (2014) discussed, it is vital to recognize a dispense of power from educators to readers during guided and individualistic practice. Small-group instruction is a time for middle school learners to take responsibility and control of their reading and comprehension process.

Wall (2014) further discussed that for educators who feel irritated and frazzled after failed guided reading periods, reliable self-analysis may be in line. Some educators have established that video recording small-group sittings with readers grants them the ability to grasp their instructional opinions for later checking and can slow down the activity to let them appraise the strengths of their prompts. It can also be a very confident task when done with a sincere co-worker or reading specialist, one who will give comments and comments on ways to improve guided reading sessions.

Another way for educators to be more deliberate about their support for students during guided reading is to spend time in advance inspecting running records for each pupil in their cooperative reading groups. Running records serve as records of the act of reading and enable instructors to see into students’ heads as they read, illustrating the techniques they use and the commitments they make. Wall (2014) mentioned if guided reading is not adequate, teachers need to review the teaching and decide where the difficulties lie. Too often, ironically, fixing the issue demands that the educator do less work, opposed to more. Teaching reading means instructing students to recollect, and guided reading can be one highly successful plan for generating thinking, self-confident readers.

Bandura (1977) believed the high level of self-efficacy of an educator resulted in the development of a learning environment that were conducive to learning. A factor considered critical to this learning environment was student engagement. Participants with a high sense of efficacy plan engaging lessons to capture their students’ motivation, interest, and participation.
Bandura’s (1994) research reported self-efficacy is the belief in one’s capabilities to execute specific demands or reach goals. Teacher self-efficacy is rooted within self-efficacy of the social cognitive theory. Bandura’s (1994) social cognitive theory “prescribes mastery experiences as the principal means of personality change” (p. 6). Based on this theory, teachers change their classroom management approach over time due to their experiences. Other determinates, such as self-motivation and choice, within the social cognitive theory, worked cooperatively within self-efficacy. Together, Bandura (1997) argued, the two determined the thoughts, actions, and motives of human beings. Teachers with overall high perceived self-efficacy often set high goals and maintain endurance to see them through despite challenges. They recover more quickly from failure and attribute failure to lack of knowledge or skills, rather than deficits in personal capabilities. These individuals typically achieve more in life, while experiencing lower levels of stress and depression (Bandura, 1994).

Bandura (2006) described self-efficacy as the core principle that one has the potential to force change by one’s actions. Research has shown a strong impact of self-efficacy on goal achievement, level of inspiration, durability during strenuous tasks, and academic fulfillment (Gottfield & Fleming, 2001). While success and achievement are connected, the instructional exercises used by educators have an effect on both. For instance, teacher modeling, guided reading application, and independent implementation helped readers successfully conduct a new or difficult job, therefore, inclined to elevate self-efficacy (Bandura, 2006).

**Review of Research Literature and Methodological Literature**

**History**

Harris and Hodges (1995) offered the following meaning of guided reading as a reading method in which the educator supplies the structure and motivation for reading and for
responding to the information read. Their definition dates back to the 1940s, more than 50 years ago, when Emmett Betts, a well-known reading instructor of the time, put forth the directed reading lesson. In his now classic content, *Foundations of Reading Instruction* Betts (1946) stressed the importance of supplying readers with direction in order to best assist them to learn how to read. Guided reading was the second of four basic principles of the *directed reading activity*.

Gray and Reese (1957) resonated Betts’s perspective and went so far as to utilize the terminology guided reading in their explanation of how to administer a reading lesson. As with Betts, their explanation is based on the textbooks being implemented at the time. In other words, Teachers should follow the four lesson steps in the manuals to help their children extract all the values possible from a given story. These steps include preparation for the story, guided reading (emphasis added) of the story skills and drills for word analyses and vocabulary and follow-up activities for applying new ideas. (p. 155) More precisely, they delineate exactly what should happen during small-group reading, the second initiative which discussed asking the utmost stimulating question, asking other questions to lead the students through the narrative, and answering the major driving question.

Bond and Wagner (1996) discussed guided reading in their nine-step daily instructional reading activity method that during the fourth step, modeling the silent reading process, students should read one at a time for the purposes that have been initiated. If sufficient planning for reading the assignment has been made, the students will be able to read with ease and in a way to attain the established purposes. Guided reading started to become noticed repeatedly in the 1990s when Mooney (1990) discussed it in her text. Mooney (1990) contended that small-group instruction was intended for teachers to read with learners meeting systematical wants that would
not be achieved when educators read out loud to pupils or when readers read alone. Fountas and Pinnell’s (1996) guided reading text altered from an educative method to utilize with small-groups to a way of determining guided reading instruction. Fountas and Pinnell (1996) recognized crucial parts of guided reading: instructor working with small groups of students who are alike in growth and are able to read at the same level of content, educator recognized the narratives and supports student’s learning in ways that aid to expand comprehensive techniques so readers can focus on the target of reading by quietly reading by themselves.

Larson and Marsh (2005) implemented a method such as the New Literacy Studies and Sociocultural Theory, stressed a reality that readers acquire in another way concerning their cultural environment. The authors examined the ability to read with the help of sociocultural-historical theory that presented, “culturally focused analysis of participation in everyday life” (p. 101), at which point “learning occurred, therefore, through participation in social, cultural and historical contexts that are mediated by interaction” (Larson & Marsh, 2005, p. 105). Literacy is created in every facet of livelihood and necessity in consideration of proper and essential execution of instructional techniques that construct reading in fluency, accuracy, and comprehension skills.

The effort to comprehend and construct sense of a reality, people participate in reading lessons for countless reasons. Literacy is used daily throughout the use of technology and through reading, writing, speaking, and listening. Everyday people engage in reading sessions across tedious lessons. Freebody and Luke (1990) suggested that the meaning of instruction is a “multifaceted set of social practices with a material technology, entailing code breaking, participation with the knowledge of the text, social uses of text, and analysis/critique of the text” (p. 15). Language growth should be examined considerately from any divergent civilizing views
to comprehend to start and obtain instruction. Additionally, a blend in intellectual and phonological to dialect improvement. Each middle school student learns and acquires literacy differently; therefore, teachers are able to apply various small-group reading instruction through learning involvement, educators encourage learner belief in their instructional capabilities.

Using guided reading within the classroom gives middle school teachers provide an essential strategy to distinguish instructional lessons, permitting educators to accommodate requirements of their learners. The achievement of readers with potential to start utilizing techniques learned by themselves as a target of teachers that execute small-group instruction. Learners need adequate approval to uplift an effect of effectual, quietly reading individually (Ford & Opitz, 2008). Harris (2004) stated, “These pragmatic educators sensed that frequent small group instruction and assessment components, inherent in guided reading, were an outstanding vehicle for achieving individualized instruction” (p. 24). Independent education starts with designing small-groups established on data accumulated from the process of evaluating.

Fountas and Pinnell (2007) mentioned small-group instruction provides support and specific methods to aid readers to complete demanding books. Fountas and Pinnell (1996) noted, independent reading and small-group instruction, readers can work in a manner that is appropriate for them. The authors mentioned if elementary readers learn to read, they may experience resources that supports growth. Lyons (2003) mentioned educators produce learning conditions and lessons in which readers are engaged and enhance achievement. Learners grow appreciation to valuable educational techniques and began internalizing the methods and self-correct while students read. Small-group instructional lessons relieves pressure off readers that feel unsuccessful. Lyons (2003) suggested that giving chances for learners to take opportunities
without being disappointed, allowing them to learn with others knowing the surrounding that is liberating from judgement for particular reading needs. The factors develops fluency, accuracy, comprehension, and proficiency in reading. “The ultimate goal is to foster independent readers, and guided reading is a means to this end rather than the end itself” (Opitz & Ford, 2001, p. 2).

Fountas and Pinnell (2006) described reading with fluency as “using smooth integrated operations to process the meaning of language, and print” (p. 62). Applying small-group instruction is a way to construct articulation in elementary learners. Diction is a feature of small-group instruction and is utilized to assist instructors in discovering reader’s small-group instruction level. One study that analyzed the effect of small-group instruction on student articulation was created by Nes Ferarra (2005) who stated, “Fluency is a skill that develops with practice and observation, and permits the reader to grasp larger units and even phrases with immediate recognition” (p. 215).

Mesmer (2010) mentioned that accuracy is weighed by the proportions of words that are read in a correct manner on a selection. The accurateness is a guidance of whether students are reading texts at a suitable level. “The accuracy rate lets the teacher know whether she is selecting the right books. The books should be neither too easy nor too hard” (Fountas & Pinnell, 1996, p. 90). Middle School readers who acquire an accurateness level under their objective grade-level are probably reading books that are difficult. If the texts are challenging, reader accurateness will be lacking. “Stretches of accurate reading mean there are appropriate cues that allow the child to problem-solve unfamiliar aspects of the text” (Fountas & Pinnell, 1996, p. 90). When the instructor applies guided reading sessions they need to be sure the texts selected are at a pertinent level for the learners in the group.

Fountas & Pinnell (2006) mentioned comprehension is the vital, central core of the
broader and more complex ability to reason. Readers profit considerably comprehending the retained text. A struggle in responding cognitive questions signify a book is too strenuous for readers and how they do not remember the facts from the books read. Baier (2005) directed an analysis on apprehension and learning approaches, “after using reading comprehension strategy, the sixth grade students received higher test scores than before using the reading comprehension strategy” (p. 38).

Small-group sessions provided learners techniques as it pertains to understanding and giving readers a cozy area to participate and respond to understanding questions. Fisher (2008) stated, “A guided reading group offers a supportive environment in which to promote such active participation in meaning making” (p. 20). Thus, readers have advanced possibilities in comprehending books they read. Iaquinta (2006) mentioned the importance of small-group reading and the influence on learners’ apprehension into application when she discussed, “A framework for guided reading lessons provided for different kinds of learning in different ways; each element has a function related to students’ ability to construct meaning. These components work together to form a unified whole and create a solid base from which to build comprehension” (p. 417). Both diction and accurateness can affect understanding in comprehending. If a student’s reading is not smooth and precise, it could be challenging for readers to understand what they read considering the time taken to translate words and make it to the conclusion of the assignment.

Carlisle and Rice (2002) indicated that slow word identification requests on recalling information read inhibit effectual understanding. Reading is a complex process that includes the development and consolidation of numerous skills. One cannot just teach only one aspect of reading and expect that students will become competent readers (Carlisle & Rice, 2002).
Phonological awareness, phonics, and fluency are all aspects of reading performance with early development benchmarks, whereas vocabulary and comprehension continue to improve throughout the school years. When children fail to progress in any aspect of reading, their difficulties increase each year. Whereas some students have specific reading disabilities, others struggle to learn to read because of second language issues or limited exposures to reading and literacy opportunities in the home.

Classroom management can be the most formidable challenge when initiating guided reading. For instance, guided reading is designed around small group work, there is the age old question, “What do teachers do with the rest of their students?” Fountas and Pinnell (1996) have provided a good foundation for creating literacy centers to accommodate other students while the teacher works with a guided reading group.

**Reading Motivation**

Self-directed learning is a crucially important technique that requires motivation and needs to be taught explicitly to middle school readers. Providing reading choices does not mean that adolescents should be left entirely on their own because continuous teacher support is critical to successful completion of reading assignments and for improving motivation. Additionally, motivation of middle school students can be enhanced by teaching students how to analyze the relevancy between their reading materials and their experiences in life (Biancarosa & Snow, 2006).

Providing constructive feedback regarding middle school readers’ individual reading gains is also crucial to improve motivation to read (Marzano, 2003). Additionally, naturally engaging reading activities and tasks increase reading motivation of youth in school (Marzano, 2003). When providing a reading task or activity, the participants will consider whether their
students are capable of tackling without too many struggles, and provide tasks that are exciting and innovative. The participants will allow their students to choose a reading task among various options that improve their curiosity to read, and their willingness to spend more time reading (Guthrie & Humenick, 2004). To keep the students motivated in reading classes, the teachers will have the students develop and work on long term projects of their own. Encouraging students to construct a project and consequently, student motivation to complete the project increased in the classroom. Additionally, when teachers explain how students’ approach to reading tasks influences their motivation and the importance of motivation for success in school, students can better understand the dynamics of motivation and hopefully change their disposition accordingly (Marzano, 2003).

Motivation is a form developed to explain the degree of attraction the learner has to a specific behavior or learning task. Learning motivation is an important issue in education, and it is practical to examine what factors influences should implement teaching activities, support students’ motivation and maintain a good learning environment. Caprara, Barbaranelli, Borgogni, and Steca (2003) mentioned that teachers’ self-efficacy had a significant influence on learning motivation. Tessier, Sarrazin, & Ntoumanis (2010) also implied that teachers’ teaching style could have a positive effect on their students’ learning motivation. Hence, the teacher’s professional capability may influence the students’ learning motivation. Teachers with higher self-efficacy are good at motivating students by using pertinent teaching strategies (Tschannen-Moran, & Woolfolk Hoy, 2001).

**Teacher Self-efficacy**

The three factors in the TSES (student engagement, instructional strategies, and classroom management) have been identified as factors that support guided reading (Tschannen-
Moran & Woolfolk Hoy, 2001). These factors were critical to the success of every guided reading lesson because teachers planned lessons that engaged and motivated students in the process of learning to read. Also, knowledge of instructional strategies granted teachers the ability to make decisions on the spot about how to guide students to success in their reading skills. Third, good classroom management was in place for the guided reading lessons conducted without interruptions. Effective classroom management facilitated teachers during meetings with a small group of students for guided reading as the rest of class worked productively in their reading stations. Bandura (1977) believed the high level of self-efficacy of an educator resulted in the development of a learning environment that were conducive to learning. A factor considered critical to this learning environment was student engagement. Participants with a high sense of efficacy plan engaging lessons to capture their students’ motivation, interest, and participation.

Teachers with overall low perceived self-efficacy focus on personal deficiencies lack skills, and self-doubts. These individuals are hindered by obstacles which often results in higher rates of failure. Individuals with low perceived self-efficacy tend to exert less effort, set lower goals and experience less success. They are less likely to recover from setbacks and have high rates of stress and depression (Bandura, 1994). Teachers can have high perceived self-efficacy in some areas and low perceived self-efficacy in others. Self-efficacy is task specific and differs from one activity to another. For example, a person may have high levels of perceived self-efficacy at work and low perceived self-efficacy in the area of weight management. Self-efficacy has to be measured in individual domains that examine perceived self-efficacy of specific tasks.
Factors that Support Guided Reading

**Student engagement.** Teachers encouraged intrinsic motivation in readers by making the guided reading lesson relevant, student-initiated, and persistent with the reading tasks. The relationships between educators and readers also influences the classroom disposition. Educators are responsible for managing the classroom climate, including overseeing classroom discipline, regulating procedures and techniques to learning, communicating with the learners in the classroom. Wentzel (1998) found that readers’ understandings of definite similarity with their educators were connected to their search of pro-congenial classroom objectives such as getting along with others and being civilly responsible and were more strongly connected to student interest in school than anticipated assistance from parents and peers.

**Instructional strategies.** Instructional strategies assisted teachers in the delivery of instruction. Bandura (1997) viewed a teacher’s personal self-efficacy as her belief in her capabilities to execute the action to accomplish the end product. When teachers possess a great belief that education makes a difference in students’ lives, they have the assurance of the effectiveness of their instructional practices (Allinder, 1994). Thus, teachers with a high belief in their ability to deliver effective instructional strategies will make decisions to improve student reading achievement. Allington (1983) stated, “Students need enormous quantities of successful reading to become independent, proficient readers” (p. 552).

**Classroom management.** An effective classroom management plan not only assists teachers in delivering smooth lessons without interruptions but also increases a teacher’s self-confidence. Bandura (1977) considered “mastery experience” as a source that helped construct people’s self-efficacy beliefs. Therefore, the mastery of establishing a classroom environment with an effective classroom management plan influences teachers’ self-efficacy beliefs.
According to Pintrich and Schunk (2003) motivation is “a method for a goal-directed activity that is initiated and supported” (p. 5). In accordance with Gardner’s (1985), motivation theory learners are motivated to learn and accomplish when they recognize their teachers care about them.

Reading teachers who care were characterized as illustrating common interaction techniques, fostering expectations for student conduct considering individual differences, modeling a “caring” attitude toward their individual work, and supplying valuable feedback exemplified a high sense of efficacy. Furthermore, experienced teachers motivate learners for comprehending. They consider readers’ misconceptions in the subject matter and they use various visual supports to make the subject more captivating and significant. Moreover, they give learners chances to engage in dialogues and give ample feedback instead of scores on assignments. Furthermore, there is some proof that influence, like excitement for acquiring information and their awareness regarding readers’ treatment, might alter learners’ feelings connected to the goals (Stipek, Givvin, Salmon, & MacGyvers, 1998).

**Factors that Foster Motivation**

According to Pintrich and Schunk (2003) motivation is “a method for a goal-directed activity that is initiated and supported” (p. 5). In accordance with Gardner, motivation theory (1985) learners are motivated to learn and accomplish when they recognize their teachers care about them. Educators who care were characterized as illustrating common interaction techniques, fostering expectations for student conduct considering individual differences, modeling a “caring” attitude toward their individual work, and supplying valuable feedback exemplified a high sense of efficacy. Furthermore, experienced educators motivate learners for comprehending. They consider readers’ misconceptions in the subject matter and they use
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The relationships between educators and readers also influence the classroom disposition; Educators are responsible for managing the classroom climate, including overseeing classroom discipline, regulating procedures and techniques to learning, communicating with the learners in the classroom. Wentzel (1998) found that readers’ understandings of definite similarity with their educators were connected to their search of pro-congenial classroom objectives such as getting along with others and being civilly responsible and were more strongly connected to student interest in school than anticipated assistance from parents and peers. Perceived support from educators also is a positive forecaster of effort in schools and the quest of social accountability goals, not to mention developing in pro-social ways to motivate peer collaboration (Wentzel, 1998). Contrarily, learners who perceive educators as crude and distant are found to routinely demonstrate inadequate social conduct and low social goals as well as to acquire lower academically, in contrast with their generation (Wentzel, 1998).

**Fountas and Pinnell’s Benchmark Assessment System**

The teachers utilized a reading level assessment called Fountas and Pinnell’s Benchmark Assessment System Kit (2006) that provided resources and techniques for directing and evaluating the reading levels and actions of learners in grades 3–8. The program is directly joined to Fountas and Pinnell levels L-Z, to The Fountas and Pinnell Literacy Continuum, and to teaching in guided reading (small-group reading instruction using leveled books). The system
provided two similar Benchmark Assessment books (one fiction and one nonfiction) for each of the levels from L-Z in the kit. The Benchmark Assessment was administered as a one-on-one, student-teacher assessment conference.

The student read aloud and talked about the series of Benchmark Assessment books while the teacher observed and coded the reading behaviors on carefully constructed Recording Forms and made notes on the conversation. The Benchmark Assessment conferences provided information that helped the teacher determine three reading levels for each student: independent, instructional, and hard. The system also formed initial groups for reading instruction, selected books that were sufficient for a learner’s education, planned organized and successful instruction, identified students who required intervention and extra help, and determined particular areas of reading difficulty.

**Review of Methodological Issues**

The goal of this research is to consider the opinions of middle school reading educators towards motivation and self-efficacy factors that were utilized to enhance guided reading instruction at a middle school in the Dallas, Texas area. Utilized guided reading instruction within the classroom provides middle school reading teachers with a successful way to individualize reading achievement, by letting students meet the requirements from readers. The motivation of readers and the ability to start incorporating the methods mastered is the aim of reading teachers who apply small-group instruction. Ford and Opitz (2008) stated that pupils accept sufficient help to promote a concluding conclusion of thriving, self-sufficient silent reading.

Similar individual teaching starts with shaping small-group instruction based on the data from analyzing. By furnishing readers with contents at their individual reading level, they start to
discern accurately what they are able to perform and finally expand eagerness for instruction. Harris (2004) stated complications of books meets a reader’s potential, fascination in and fondness of learning is presumably to be enriched. Reading delightful and engaging motivates learners to participate in lessons frequently. Professional development for development instructing exercises and frequent constructing of content skill is a logical expectation for all middle school educators (Sawchuk, 2010).

The recommendation for further research include recommending that the survey population be expanded to include elementary and intermediate school teachers district-wide. One recommendation include utilizing a quantitative research method for the analyzing the surveys that would consist of adults of various ages, sex, reading skills, and education that would be surveyed in the interview process. According to Borg and Gall (1989), “it accounts for a large proportion of the research done in the field of education” (p. 416). The primary advantages of a quantitative method are that: (a) it reveals the causes of social phenomena, (b) it is objective and outcome-oriented, and (c) it produces hard and replicable data that can be anticipated to a larger population. By expanding the survey population, this would provide diverse responses to enhance future studies. Another suggestion would be to add multiple choice questions to the open-ended questions on the interview survey form to provide more details and resources for analysis.

**Synthesis of Research Findings**

The investigator gathers ongoing research in a story-like session with the purpose of reinforcing contents from the results. Merriam (2009) described that in qualitative inquisition, researcher workers are engrossed in comprehending the meaning folks have created, and how they make perceptions of their world. Qualitative research incorporates systems such as area
studies and examining. Much analysis has explored the goals of small group instructional process. The analyzers emphasize dissimilarities that set these techniques apart from the others. The significance of text section emerged as a main topic in the plan of small-group instruction. The text must value the learners’ time and proper levels. Throughout the initial reading, the educator is watching and hearing consistently, foreseeing required assistance. For the utmost well-being, the learners should be developmentally grouped with an estimate of six children in a group. Fountas and Pinnell (1996) observed that these groupings need to change due to the differences in the rate of advancement of their members.

Mooney (1990) mentioned that questioning throughout the reading should assist the progress of meaning, serve middle school students in making connections and teach critical guided reading techniques. If the students think a task will directly follow, they will read with that in mind and not fully value the writer’s information. Students should not be asked to prove their answers to a text until they have an opportunity to think them through. Kalfus and Van der Schyff (1996) contended that students learn to read by reading, so we must provide the necessary selection of books. Readers should find happiness in their success as readers to guarantee that reading remains a satisfaction in their daily lives.

Wilkinson and Anderson (1995) mentioned that some researcher workers stated that guided silent reading permitted middle school readers move at a quicker pace and students were not distraught by mistakes and errors of others. This authorized extra involvement to emphasize an in-depth consideration of the narrative. Reading quietly appears to promote involvement because readers were immersed in the learning process and learners are reading to acquire significance, not to listen as they read out loud. Instruction provided during guided reading
settings will produce a foundation of improving fluency, accuracy and comprehension skills that support student engaging in these behaviors naturally.

In a qualitative study, Howerton (2006) examined how middle school language arts teachers’ beliefs and values determined their willingness to teach reading. Howerton (2006) focused on how teachers’ perceptions of their roles in teaching struggling middle school readers (p. 32). Howerton (2006) used semi-structured interviews and included 26 middle school language arts teachers from four different schools in the same district. Findings showed that the teachers believed their roles and responsibilities were that of a language arts teacher and not a reading teacher. For example, they believed that by the time a student reaches middle school, they should already know how to read. Second, they felt they lacked the skills to teach reading. Teachers perceived learning content language art skills were teaching reading. Teachers could not distinguish between the two subject areas. Last, the teachers’ beliefs about professional development courses on book clubs and differentiated instruction did not help them teach struggling readers in the classroom (Howerton, 2006, pp. 88–122). Although Howerton (2006) examined middle school language arts teachers, for this research, a case study methodology is appropriate to examine elementary reading teachers’ experiences in teaching struggling readers.

The first major theme that emerged during the interviews revealed the teachers’ motivation and self-efficacy that positively influenced students to make connections to their individual lives, encouraged intrinsic motivation, provided meaningful and multicultural text, and opportunities for students to collaborate with their peers. The second major theme that emerged during the interviews revealed the teachers’ instructional strategies such as text selection based on the readers’ needs, allowed students to make their own book choices, and read
books out loud to enhance problem-solving skills and construct meaning that supported guided reading instruction.

**Critique of Previous Research**

Baltas and Shafer (1996) stated, “The main goal of guided reading instruction is to boost freedom by helping middle school students improve fluency, self-reliance, and reading strategies” (p. 9). The research analyzed supports these meanings as well as my personal knowledge as does my personal classroom analysis. The base of small-group instruction asks educators to bare the complicated reading skills demanded by the students within small-group instruction sittings and slowly surrender the ability for acquiring information to readers. Whitehead (1994) mentioned that, methods are more likely taught than caught, meaning it is the teachers who make the difference. According to Fountas and Pinnell (1996), the extreme goal of small-group instruction is independent reading.

Rosenblatt, Dewey, and Bentley (1994) adhered that meaning appears during the transaction between the learner and the text. The learners will inspire their individual schema into each text they experience. Smith (1979) mentioned that, from a reading perspective, information brought to the lesson by the brain is more important than information provided by the print. The design of guided reading methods will encounter learners to perform with the content with the teacher promoting the development as needed.

Vygotsky (1978) discussed that small-group instruction follows a theory of ‘Zone of Proximal Development’ in that every guided reading group in their own skills where the reader can collaborate with the book without having difficulties to decode the text themselves. The learners will advance from the unexplained to the obvious as Vygotsky discusses, at their personal pace. Furthermore, the educator’s role as promoter allows them to adapt and address the
learning taking place. The gradual continuation of this understanding of Guided Reading and the indication to obtain the required information to relate this plan in my classroom led me to this topic of research.

Qualitative studies provide an explanation for the concerned educators, administrators, and parents of struggling readers incur while they assist these students in achieving proficient reading levels. Furthermore, in qualitative studies, the subject matter is in social and human sciences, and the trademark of current qualitative research is in-depth involvement in issues of gender, culture, and marginalized groups (Creswell, 2013, p. 19). It left without high-quality teaching, early intervention, and meaningful instruction, the achievement gap will become greater between poor readers and good readers. Teachers and teacher researchers share their experiences daily in helping struggling readers improve their literacy learning in focus groups and case studies.

Summary of Chapter 2

In Chapter 2, a review of the literature was presented in this case study on how middle school reading teachers seek ways to foster the motivation of struggling readers and to show how teachers demonstrate efficacy in teaching using the guided reading method. The effectiveness of guided reading instruction is well documented in the literature and implementation is discussed in the conceptual framework and review of research literature and methodological literature sections in this chapter. Review of the literature examined the significance of the research studied to identify an in-depth understanding of the experiences of twelve reading teachers and how they encouraged motivation to read and what factors teachers used to promote guided reading instruction. Guided reading is an approach to reading that requires teachers to be knowledgeable in the complex cognitive process involved in learning to read. Through guided
reading, teachers coached students as they read. Participants knew their students’ needs and made the instructional decisions to support them as readers. The literature review revealed the importance of the purpose of this qualitative study was to investigate how middle school teachers fostered the motivation of struggling readers and to show how teachers demonstrate efficacy in teaching using the guided reading method.
Chapter 3: Methodology

The purpose of this study was to investigate how teachers fostered motivation to read and to show how teachers demonstrate efficacy in teaching using the guided reading method at a middle school in the Dallas, Texas area. I collected data through interviews (Appendix B) and the Teachers’ Sense of Efficacy Scale (TSES) (Appendix C) with the middle school teachers and reviewed documents that related to the guided reading program, campus improvement plans, and professional development implemented at the school. Data was triangulated and interviews analyzed by utilizing an analytical process called thematic analysis, which is a qualitative analytical method for identifying patterns within the data. I analyzed documents such as interview questions and the Teachers’ Sense of Efficacy Scale (TSES). There was a long form utilized for this TSES scale done pre and post the intervention. I reviewed the interviews with each participant through member checking for clarification.

Research Questions

1. How do middle school teachers foster the motivation of struggling students?
2. How do teachers demonstrate efficacy in teaching using the guided reading method?

Purpose and Design of the Study

The purpose of this qualitative study was to investigate how middle school teachers encouraged motivation to read and to show how teachers demonstrate efficacy in teaching using the guided reading method at a middle school in the Dallas, Texas area. I collected data predominately through interviews and TSES surveys with the middle school reading instructors and reviewed documents that were related to educative reading curriculum statewide and throughout the district test scores and the school’s professional development opportunities. By triangulating the data, I analyzed the interviews and surveys by utilizing an analytical process,
which is a qualitative analytical method for locating and finding patterns such as themes in the data.

A descriptive case study design was used in this study to characterize an intervention or circumstance and the actual situation in which it appeared (Yin, 2003). Data gathering tools in this case study included documentation, archival records, interviews, direct observations, and participant observations. The advantages of this case study method were its applicability to real-life, contemporary, human situations and its public accessibility through written reports. The case study results related to directly to the common reader’s everyday experience and facilitated an understanding of complex real-life situations. The interviews were examined to see if any trends emerged on the use of guided reading in the classrooms. For instance, interview questions and surveys were collected and analyzed. Yin (2009) noted the importance of supporting the interview data.

Research Population and Sampling Method

Researcher’s Role

I served as the reading interventionist at the middle school where the study took place. I had first-hand access to the guided reading instructional program and the relevant data available at any time. As the reading interventionist, I played a major role in the weekly department meetings with the middle school teachers.

Participants

Participants who completed the interview questions and the pre and post Teacher’s Sense of Efficacy Scale (TSES) were at least 22 years old and hired by a public school district in the Dallas, Texas area. The middle school selected has a diverse student population of approximately 700 students with a personnel of approximately 35 teachers distinguished by the middle to lower
socio-economic background of the suburban community. The participants participated in a blind survey to complete a pre and post scale. The approach used was seventh and eighth grade teachers who signed a consent form (Appendix A). The middle school teachers at this school were trained for instruction of reading for learners in their individual class. The middle school teachers in this study varied in teaching experience from two years to twenty plus years of teaching experience.

I selected purposeful sampling for this study because according to Creswell (2013), purposeful sampling is relevant to individuals and sites because they can purposefully communicate knowledge of the research problem and the main phenomenon in the study (p. 135). Purposeful sampling for this study was used based on the belief that the participants would be a representation of the population of educators who foster motivation and self-efficacy factors to improve guided reading instruction at a middle school in the Dallas, TX area.

According to Yin (2003) a case study design should be considered when: (a) the focus of the study is to answer “how” and “why” questions; (b) you cannot manipulate the behavior of those involved in the study; (c) you want to cover contextual conditions because you believe they are relevant to the phenomenon under study; or (d) the boundaries are not clear between the even and context. As the researcher in this case study, I used Yin’s guidelines for data collection, data analysis, and presentation. The participants in this case study were bounded by fitting in the category of being middle school reading teachers that taught reading classes in 7th and 8th grades at the same school, utilized guided reading instruction with their students, and proximity to the researcher. All members of the participant pool had two years of teaching experience, there was a mix of five male and seven female participants. Other boundaries consisted of diverse ethnicities: four Caucasian and eight African-Americans, no participants withdrew from
the study and all 12 completed the interview questions and pre and post efficacy surveys.

**Instrumentation**

I used interviews and the TSES as instruments in this study. The case study addressed participants’ early reading skills, definitions of readers, home influences, and current research practices. The survey interview questions (Appendix B) contained 11 open-ended questions, which was addressed in an interview setup. The individual interviews were conducted using an iPhone microphone feature to record the interviews. I utilized a Standard Deviation (SD) calculator to score the TSES mean scores. SD is a measurement of an expansion of numbers from an assortment of data from the average value by utilizing the symbol σ (sigma). I found the mean score, variance and SD of the given numbers using a free mathematical standard deviation calculator online (EasyCalculation, 2016).

The Teachers’ Sense of Efficacy Scale (Appendix C) created by Megan Tschannen-Moran at College of Williams and Anita Woolfolk at the Ohio State University, copyright of 2001 was utilized. This survey was used with permission (Appendix D). No quantitative analyses were conducted on the survey data. The long efficacy scale form was used based on three factors included efficacy in student engagement, instructional strategies, and classroom management. On this efficacy scale, middle school teachers were rated on various ‘teacher beliefs.’ The scale consisted of the following descriptors: 1= nothing, 3 = very little, 5 = some influence, 7 = quite a bit, and 9 = a great deal. There was a long efficacy scale form completed pre and post the intervention analyzed in the study. The efficacy scale provided a pre and post execution of the case study and the results are shown in Table 1.
Data Collection

The qualitative data compilation for this study was composed of interviews with the middle school educators in Grades 7 and 8. The interview questions involved the recognitions, perspectives, and approaches of middle school instructors were answered through an individual interview process. The participants were asked to respond to the questions and the feedback was recorded. When the interviewers were finished, the information from all of the interview questions were analyzed and recorded. To gain access to the participants, permission from the principal of the school was obtained. Then, I contacted all potential participants by email, made face to face contact with individual teachers to request participation and collected the completed informed consent form (Appendix A) as well. I also contacted each participant via email or in person to determine a time and location to conduct the interview using the survey interview questions (Appendix B). The teachers participated in a blind survey to complete a pre and post efficacy scale form generated by Megan Tschannen-Moran at the William and Mary College of Education. The blind survey were conducted to see if there was a change in perceptions (teacher efficacy) in student engagement, guided reading instruction and classroom management from the beginning to the end of the study (Appendix C). The interviews lasted 30 to 45 minutes and was administered at the school. The ultimate reference of proof for this study was the accumulation and documentation review that related to the guided reading system, Fountas and Pinnell (2011) Guided Reading System, lesson plans and reading assessment data reports.

Creswell’s (2003) five steps were used in the process to keep track of the data. He wrote that the data has to be organized, transcribed, sorted, and arranged into categories. Secondly, the data should be read thoroughly to get a general idea of the overall meaning of all information. Thirdly, a coding system has to be in place to develop categories and themes, Fourthly, emerging
themes have to be described. Lastly, the data have to be interpreted. The method of keeping track of data was utilizing a reflective journal (Rubin & Rubin, 2005). All information that was pertinent to the data was notated. After writing the participants’ answer responses to the open-ended interview questions, the participants’ identity was coded to maintain confidentiality.

**Identification of Attributes**

The motive of this qualitative study analysis relied on many viewpoints and sources of proof such as interviews and reports to data inquiry and analysis protocols. Creswell (2012) included that research studies frequently investigate the conditions done in addition to regular hours at the same time compiling data from diverse sources such as questioning, records, or monitoring. Yin (2009) also mentioned the greatest goal of case review analysis will pinpoint the assumption that random connections in worldly interventions are very difficult in a survey or experiential techniques.

**Data Analysis Procedures**

Data research is the procedure of changing exposed interview records into evident assimilations for produced data (Rubin & Rubin, 2005). To start a determination of a report that I gathered and reported each interview utilizing an iPhone and personal computer programs. Once the information was copied, the clarifications for accurateness was checked, and dialogue records were mutual with teachers to authorize member checking. Then the discussions were reviewed to check for any movements that transpired from the use of guided reading in the classrooms and collection of reports for interviews and surveys to analyze for this study. A text examination involved defining a group and instruction of the record and the motive for the forum. Yin (2009) discussed significance in supporting the interview data.

To study the items on the survey, I reviewed each response. The data was classified into
categories to permit answers to be sorted by schooling and home experiences, definitions of reading terms and current reading situations. The material was separated by different categories and answers. I set specific dates and times to meet with the participants to administer the interviews. Participants reviewed the purpose of the study and were given oral consent to be part of the case studies. After the participants read the explanation of the study and agreed to participate, the individual interviews took place and their responses were recorded. Those interviewed were assured confidentiality concerning the data provided. The participants had an interview to complete the interview questions and participated in a blind survey to complete the pre TSES test. They completed the post TSES in a blind survey format as well at the end of the study. I utilized a Standard Deviation (SD) calculator to score the TSES scale means scores. The research questions asked, “How do middle school teachers foster the motivation of struggling students?” and “How do teachers demonstrate efficacy in teaching using the guided reading method?”

Based on Janesick’s (2004) examples of coding, recorded interviews were transcribed and axial coding was used. I did not use software to transcribe the information because I manually transcribed the data following Hatch (2002) and Janesick’s (2004) method of coding and transcribing. Using methods suggested by Hatch (2002), the participants’ answers were categorized based on coded where emerging themes, relationships, and patterns were discovered. The themes and interpretations were then written in a narrative passage. Measures to ensure the security of the data including all handwritten information, journals, and typed copies, which were securely stored in a locked filing cabinet in my house. According to Creswell (2013), purposeful sampling is relevant to individuals and sites because they can purposefully communicate knowledge of the research problem and the main phenomenon in the study (p. 135).
Creswell (2013) reported qualitative experimentation as one in which the researcher makes various meanings of the experiences of independents. The researcher gathers ongoing data in a narrative setting with the purpose of reinforcing themes from the data. The process of research in this study involved interview questions, TSES surveys, data collected in the participant’s setting, data analysis specifically building from general themes, and the researcher made interpretations of the meaning of the data. Creswell (2013) stated qualitative research is an approach to investigating and comprehending the significance individuals or groups accredit to a social or human difficulty. The development of examination in this study involved emerging questions and procedures, data collected in the participant’s setting, data analysis specifically building from general themes, and the interpretations of the meaning of the data. Merriam (2009) described that in qualitative research, researcher workers are engrossed in comprehending the meaning people have created, and how people make sense of their world. Qualitative research incorporate systems such as field studies and ongoing interviewing.

**Limitations of the Research Design**

As this study was administered in one middle school in the Dallas, Texas area and the teachers chosen for this particular middle school, it is unrepresentative of the opinions of guided reading techniques for educators nationwide. The participants in similar teaching conditions can have different points of view and consequently, may have answered the interview questions in a different manner. One limitation of this study was that participants could ask to discontinue the intervention once it was started. Some teachers were worried that participation would be assured by the administrators; therefore, privacy was discussed to ensure the participants, as well as accurate evidence of this explanation administration. The data provided by this analysis were individualized recorded data and qualitative. No quantitative analyses were conducted.
Validation

Credibility and Dependability

The Teachers’ Sense of Efficacy Scale’s three factors correlated to the confidence level of middle school teachers. The teachers rated their “teacher beliefs” on a scale from 1 to 9 on how much they could do. The scale included the following descriptors ranging from 1 = nothing to 9 = a great deal. The credibility and dependability of this scale had a pre and post mean score for each of the three areas measured with a standard deviation of 1.1 each. The mean scores are provided in Table 1.

The participants were given a pre and post efficacy scale for the case study. The pre scale was given on August 30, 2016, to the 12 middle school teachers who agreed to participate. These answer choices were each teacher’s opinion of their perceptions. The participants’ perception on instructional strategies increased by 0.9 from the pre scale score of 6.7 to the post scale score of 7.6. The standard means score of instructional strategies on the Teachers’ Sense of Efficacy Scale is 7.3 which stated that the teachers knew the importance of establishing relationships and communicating with their students.

The participants’ beliefs on student engagement stayed the same on the pre and post-scale with a score of 6.8 that indicated the teachers had lower perceptions concerning student engagement compared to instructional and management factors. For instance, the standard means score of student engagement on the Teachers’ Sense of Efficacy Scale is 7.3 which stated that the teachers were not as confident as they should be when it pertains to student engagement. The participant’s belief on classroom management increased by 0.3 from the pre scale score of 7.2 to the post scale score of 7.5. The standard means score of classroom management on the Teachers’ Sense of Efficacy Scale is 6.7 which stated that the teachers knew the importance of establishing
rules and procedures in their classrooms.

**Member Checking**

This qualitative research was formed to represent the participation of seventh and eighth-grade middle school teachers. To assure the validness of the data investigation, member checking was utilized. Member checking applies taking the data, the records, and the studies back to the teachers to get their comments to see if they believe the explanations are precise (Creswell, 2009). For the goal in this research, I gave the teachers access to the records and offer the chance to interpret, or erase their initial feedback completed face-to-face and by direct email.

**Expected Findings**

**Implement Guided Reading Instruction**

I expected teachers to have high levels of efficacy using guided reading. For instance, I expected teachers to foster motivation this way by providing their learners with guided reinforcement on-level before individual instruction, thus far in their zone of proximal development (Bruner, 1981). I expected the findings to show that the educators at this middle school focused on individualized reading, guided reading and small-group intervention in the middle school grades.

**Teacher Collaboration**

The results in this case indicated teachers provided guided reading interventions for students who were struggling readers. The teachers collaborated weekly during their English-Language Arts department meetings, as well as professional development. It was apparent that the teachers in this analysis had high goals for their learners by promoting continuous teacher assistance and had a chance to focus on results by celebrating (DuFour, 2010).
Social Change

This case study was expressive regarding a sociable adjustment in instruction on a middle school level, produced new perceptions of the variety of guided reading systems necessary in middle schools to enhance instructional success for learners. School workers utilized these discoveries to build guidelines in the future concerning guided reading techniques and professional development in middle schools.

Ethical Issues

Conflict of Interest Assessment

Conflict of interest was limited to recorded interviews, and pre and post surveys. Cross-checking of the taped recordings were transcribed which limited the conflict of interest. The teachers were given chances to refuse participation in this case study, and all were assured of confidentiality.

Researcher’s Position

It was evident that the middle school teachers saw a need to address struggling middle school readers and were willing to deal with this need in this case study intervention. Personal biases were tackled throughout permitting documents conveyed the pressure of any clarification (Rajendran, 2001). By using the pre and post survey outcomes and interviews with the instructors, this allowed for cross-indexing of the statistics. Furthermore, survey notes and individual interviews were allowed for cross-checking the findings.

Ethical Issues in the Study

This case study had a nominal possibility to educators because there was no danger or distress in the case study that was larger in and of themselves than those usually encountered during daily life. Students in vulnerable conditions were not assessed in any section of this
The educators in this study were voluntary and included only adults. The teachers did not encounter any distress when personal viewpoints systems were challenged in initial processes for middle school reading content. Uneasiness was not accomplished by a teacher if their interest in the study decided to alter systems or if they did not want to participate in the study. That was a minimal risk for the participants. Colleagues were not exposed to the change in views of educators involved in this case study. This did not cause distress if they were not knowledgeable of the existent study statistics.

**Summary of Chapter 3**

The primary purpose of this research was to list descriptive information that responded to many parts of the research questions. The research questions asked, “How do middle school teachers foster the motivation of struggling students?” and “How do teachers demonstrate efficacy in teaching using the guided reading method.” The research questions were replied as a result the method of the study and the results collected. The guided reading strategies and professional development provided for team building in middle school reading instruction, structuring on the educators’ awareness capability. This increased efficiency by showing evidence throughout the discussions amidst weekly meetings and personal experiences. The pre and post efficacy evaluations showed support to the teachers’ view of their personal growth. Survey interview questions (Appendix B) and responses, plus comments were documented and completed, to help sustain and triangulate the data forms.
Chapter 4: Data Analysis and Results

The purpose of this qualitative study was to investigate how teachers encourage motivation to read and to show how teachers demonstrate efficacy in teaching using the guided reading method at a middle school in the Dallas, Texas area. The data was collected data through interviews and surveys that were related to the guided reading program, campus improvement plans, and professional development implemented at the school. Triangulation of data was used to analyze the interview questions and the Teachers’ Sense of Efficacy scale based on three factors: efficacy in student engagement, efficacy in instructional strategies, and efficacy in classroom management. The Teachers’ Sense of Efficacy Scale long form was analyzed using thematic analysis. I involved member checking for the participants, where I took my conclusion back to them for their approval.

The research questions that directed this qualitative study were:

1. How do middle school teachers foster the motivation of struggling students?
2. How do teachers demonstrate efficacy in teaching using the guided reading method?

Twelve middle school teachers within varying teaching disciplines were interviewed through a qualitative process. I collected data using interviews and surveys. The data included pre and post efficacy surveys and teacher interviews. The study took place over a three-month period beginning August 30, 2016, and ending on November 30, 2016. All surveys notes and results were kept at the researcher’s home locked in a file cabinet to ensure confidentiality. This chapter described the details of the commonality provided by the participants’ individual responses to the survey questions.

Description of the Sample

The participants who completed the interview questions and the pre and post Teacher’s
Sense of Efficacy Scale (TSES) were at least 22 years of age and employed by a public school system at a middle school in the Dallas, Texas area. The middle school selected had a student population of approximately 50 teachers and over 600 students characterized by middle to lower socio-economic background of the suburban community. According to Creswell (2013), purposeful sampling is relevant to individuals and sites because they can purposefully communicate knowledge of the research problem and the main phenomenon in the study (p. 135). Creswell (2013) is supportive of the use of small sample size and noted that the inquiry will be deeper based on the sample size, especially with fewer participants. Purposeful sampling for this study was used based on the belief that the participants would be a representation of the population of educators who foster motivation and self-efficacy factors to improve guided reading instruction at a middle school in the Dallas, TX area. The middle school teachers in this study varied in teaching experience from two years to twenty plus years of teaching experience.

**Research Methodology and Analysis**

The research methodology for this review was qualitative and the research model was a case study. Creswell (2013) reported qualitative experimentation as one in which the researcher makes various meanings of the experiences of independents. The researcher gathers ongoing data in a narrative setting with the purpose of reinforcing themes from the data. The process of research in this study involved interview questions, TSES surveys, data collected in the participant’s setting, data analysis specifically building from general themes, and the researcher made interpretations of the meaning of the data. Creswell (2013) stated qualitative research is an approach to investigating and comprehending the significance individuals or groups accredit to a social or human difficulty. The development of examination in this study involved emerging questions and procedures, data collected in the participant’s setting, data analysis specifically
building from general themes, and the interpretations of the meaning of the data. Merriam (2009) described that in qualitative research, researcher workers are engrossed in comprehending the meaning people have created, and how people make sense of their world. Qualitative research incorporate systems such as field studies and ongoing interviewing.

Creswell’s (2003) five steps were used in the process to keep track of the data. He wrote that the data have to be organized, transcribed, sorted, and arranged into categories. Secondly, the data should be read thoroughly to get a general idea of the overall meaning of all information. Thirdly, a coding system has to be in place to develop categories and themes. Fourthly, emerging themes have to be described. Lastly, the data have to be interpreted. My method of keeping track of data was using a reflective journal (Rubin & Rubin, 2005). All information that was pertinent to the data was notated. I began by writing participants’ questions that would answer the research question. After writing the open-ended questions. I coded the participants’ identity to maintain confidentiality.

After reviewing the recorded interviews, I transcribed them and used axial coding based on Janesick’s (2004) examples of coding. I did not use software to transcribe the information because I was manually able to transcribe the data following Hatch (2002) and Janesick’s (2004) method of coding and transcribing. I then summarized the significant points and wrote them in my journal using abbreviations for certain words. Using methods suggested by Hatch (2002), the participants’ answers were then categorized based on coded where emerging themes, relationships, and patterns were discovered. The themes and interpretations were then written in a narrative passage. Measures to ensure the security of the data included being placed in a locked file cabinet. All handwritten information, journals, and typed copies are securely stored at my house.
Participants

Participants who completed the interview questions and the Pre and Post Teacher’s Sense of Efficacy scale were at least twenty-two years old and hired by a public school district in the Dallas, Texas area. The middle school selected had a student population of approximately 50 teachers and over 600 students characterized by middle to lower socio-economic background of the suburban community (TEA, 2017). The participants participated in a blind survey to complete a pre and post Teacher’s Sense of Efficacy scale. I selected the participants using a purposeful sampling utilizing an approach for seventh and eighth grade teachers who signed the consent form. The middle school teachers at this school were acceptable for the teaching of reading to all the learners in their individual classrooms.

Data Collection

The qualitative data compilation for this study composed of interviews with the middle school educators in grade seventh and eighth. The survey questions involved the recognitions, perspectives, and approaches of middle school instructors was answered through an individual interview process. The participants were asked to respond to the questions and the researcher recorded the feedback. When the interviewers were finished, the instruction from all of the surveys were analyzed and recorded. Participant were contacted via email or in person to determine a time and location to conduct the interview using the survey interview questions (Appendix B). The teachers participated in a blind survey to complete a Pre and Post Teacher’s Sense of Efficacy Scale long form (2001) generated by Megan Tschannen-Moran at William and Mary College of Education. The blind survey was conducted to see if there was a change in perceptions (teacher efficacy) in student engagement, guided reading instruction and classroom management from the beginning to the end of the study (Appendix C). The interview lasted 30 to
45 minutes and was administered at the school.

**Interview Process**

The interview questions were organized into three major headings – early reading, reading terms and current reading practices. The results drawn from each of the sections was discussed in relation to previous research. All of the interview questions were open-ended. This outline allowed for particular, individual response with no bias from the researcher. The interview questions provided an analysis of the data indicated common themes among the responses. The majority of the teachers believed that their early reading experiences impacted their present day experiences. Although different wording was utilized when each teacher was asked to describe a “reader” and a “lifelong” reader, there was a clear commonality in the definitions.

The participants believed that “readers” were competent and able to comprehend the content of whatever they were reading successfully. Responses concerning current reading practices focused not only on how and when reading was incorporated into teachers’ daily lives but also how each teacher stressed reading in their particular classroom situation. The participants’ interviews stated, “They read books and newspapers daily.” Among the participants, most of them could remember a specific incident or event that impacted their reading. Lindskoog and Hunsicker (2002) mentioned that motivating students to read required that they share reading experiences with others. The interview results revealed that participants with a higher sense of efficacy were confident and self-assured in their abilities to motivate students to participate in guided reading instruction; however, the teachers with low sense of efficacy, were not confident in their teaching skills and struggled with motivating students to engage in guided reading lessons.
Instruments

The qualitative instruments used in the study were surveys and interviews. The study site’s principal granted permission to conduct a case study at the middle school. For confidentiality purposes, the twelve participants participated in a blind survey where they completed a Teacher’s Sense of Efficacy pre-scale in August 2016 and a post-scale in November 2016 form provided in a numbered brown envelope. After the pretest and posttest scales, interview data was collected and analyzed at the end of the 8-week study.

The middle school teachers at this school were responsible for the teaching of reading to all the students within their classrooms. The teachers in this study varied in teaching experience from two years to over 20 years of teaching experience. The qualitative data collection for this study consisted primarily of interviews with the middle school teachers in grades seven and eight. I served as the reading interventionist at the middle school where the study took place. I contacted each respondent by personal telephone or email to arrange a convenient time and place to conduct the interview by utilizing the Teacher’s Sense of Efficacy Scale long form (2001) created by Megan Tschannen-Moran at William and Mary College of Education. The teachers participated in a blind survey where they chose an envelope containing a TSES survey. Participants returned their completed surveys and I secured them in a locked filing cabinet to ensure confidentiality. The participants also took part in an interview that lasted 30 to 45 minutes and conducted at the school.

The final source of evidence for this study was the collection and review of documents relating to the instructional guided reading program, lesson plans, and benchmark testing reports. I also utilized documents about professional development and improvement policies at the middle school. All the documents used in this study are available to the public through the
district’s website. Interviews were conducted so that participants could discuss their responses. The interview questions contained 11 open-ended questions, which was addressed in an interview format. The individual interviews were conducted using an iPhone 6 microphone audio feature.

Case Study

Yin (1984) interpreted the case study research process as “an experiential analysis that explores a current occurrence within its realistic background; when the dividing line between experience and context were not distinctly apparent; and in which many documents of proof utilized” (p. 23). According to Yin (2003) a case study design should be considered when: (a) the focus of the study is to answer “how” and “why” questions; (b) you cannot manipulate the behavior of those involved in the study; (c) you want to cover contextual conditions because you believe they are relevant to the phenomenon under study; or (d) the boundaries are not clear between the event and context. In agreement with Yin, case study investigators need to guarantee constructed validity (through the triangulation of various materials of verification, series of proof, and member checking), internal validity (techniques such as pattern matching), external validity (through investigative reasoning), and reliability (through case study agreements and tables). As the researcher in this case study, I used Yin’s guidelines for data collection, data analysis, and presentation.

A descriptive case study design was used in this study to characterize an intervention or circumstance and the actual situation in which it appeared (Yin, 2003). Data gathering tools in this case study included documentation, archival records, interviews, direct observations, and participant observations. The advantages of this case study method were its applicability to real-life, contemporary, human situations and its public accessibility through written reports. The
case study results related to directly to the common reader’s everyday experience and facilitated an understanding of complex real-life situations. The interviews were examined to see if any trends emerged on the use of guided reading in the classrooms. For instance, interview questions and surveys were collected and analyzed. Yin (2009) noted the importance of supporting the interview data.

**Summary of the Findings**

**Teacher Self-efficacy**

Motivation in education can be summarized as a struggling students’ willingness to undertake and persist in challenging tasks and seeking help to perform in school (Meece, Anderman, & Anderman, 2006). Motivational research provides an understanding of the factors influencing motivational self-efficacy (student engagement, guided reading instruction, and classroom management), but the application of these factors within the middle school classroom is linked to teacher beliefs and perceptions surrounding motivation (Hardre’ & Hennessey, 2013). Therefore, an understanding of these beliefs and attitudes and how they relate to strategies and motivating behaviors is necessary to understanding student motivation.

Self-efficacy is the view in one’s position to build a wanted result is a critical component to this perception (Bandura, 1977). According to Zimmerman (2000), higher levels of self-competency are related with expanded abilities to begin, assist and endure towards goals not withstanding problems or mishaps. Self-efficacy is job dependent and can contradict even linking intently associated duties (Tschannen-Moran, Woolfolk Hoy, 1998). Middle school teachers may also foster different levels of self-efficacy for their potential to recognize a lack of motivation in students against tackling those issues (Hardre’ & Sullivan, 2009).

Those participants who were self-assured teachers provided greater procedures to the
sufficiency of help they experienced than those who had previously finished their school year with an unsteady perception of their personal capability and a less hopeful view of what educators could achieve. With experience, the teachers in this study developed a new challenge, such as having to teach a new grade, work in a new school setting, or adopt a referred curriculum, which elicited a revolution of efficacy. This information mentioned that the experienced teachers in this investigation developed a relatively stable sense of their teaching competence that was combined with their analysis of a new task to produce judgments about expected efficacy on that task. When the task was seen as routine, or handled successfully many times, there was little active analysis of the task, and efficacy was based on memories of how well the task was handled in the past. The inexperienced teachers in this study relied more heavily on their assessment of the task and on vicarious experience (what they believe other teachers would do) to gauge their own likely success, that is their efficacy in the given situation. For instance, the new teachers were paired with more experienced teachers who shared their knowledge, materials and resources, helped solve problems in teaching and learning, and provided personal and professional support. The teacher mentors guided the growth of the new teachers through reflection and collaboration during observations and one on one consultations. Among experienced teachers in this study, efficacy beliefs using the guided reading method were stable. For instance, the teachers felt a greater sense of control over their professional lives in schools that increased their sense of teacher efficacy and made greater effort, persistence, and resilience which leads to greater efficacy. On the other hand, lower efficacy leads to less effort and teachers giving up easily, which lead to poor teaching outcomes, which then produced decreased efficacy.

The Teachers’ Sense of Efficacy Scale was scored by adding the value of each question.
Higher scores indicated a stronger sense of efficacy and low scores indicated little or no sense of efficacy. The efficacy of student engagement was the dimension that received the lowest mean scores for all teachers. Although there were some domains of low scores in this area, the participants in this research study scored at higher levels concerning efficacy for classroom management. The overall teacher efficacy indicated positive relationships in efficacy of instructional strategies, and efficacy of classroom management; however, the teachers exhibited low efficacy in student engagement.

**Results of the Teachers’ sense of Efficacy Scale**

The Teachers’ Sense of Efficacy Scale’s three factors correlated to the confidence level of the middle school teachers. The teachers rated their “teacher beliefs” on a scale from 1 to 9 on how much they could do. The scale included the following descriptors ranging from 1 = nothing to 9 = a great deal. The reliability of this scale had a pre and post mean score for each of the three areas measured with a standard deviation of 1.1 each. Table 1 provides the means scores.

**Table 1**

*Teachers’ Sense of Efficacy Scale Mean, Pre and Post Scores*

<table>
<thead>
<tr>
<th>Efficacy</th>
<th>Mean</th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engagement</td>
<td>7.3</td>
<td>6.8</td>
<td>6.8</td>
</tr>
<tr>
<td>Instruction</td>
<td>7.3</td>
<td>6.7</td>
<td>7.6</td>
</tr>
<tr>
<td>Management</td>
<td>6.7</td>
<td>7.2</td>
<td>7.5</td>
</tr>
</tbody>
</table>

The participants were given a pre and post efficacy scale for the case study. The pre scale was given on August 30, 2016, to the twelve middle school teachers who agreed to participate. These answer choices were each teacher’s opinion of their perceptions. Their mean scores are
provided in Table 1. The participants’ perception on instructional strategies increased by 0.9 from the pre scale score of 6.7 to the post scale score of 7.6. The standard means score of instructional strategies on the Teachers’ Sense of Efficacy Scale is 7.3 which states that the teachers knew the importance of establishing relationships and communicating with their students. Question #7 stated, “How well can you respond to difficult questions from your students?” The teachers shared the answer choice of A Great Deal which show they believe in communicating and collaborating with their students by forming relationships with them. Question #11 stated, “To what extent can you craft good questions for your students?” The majority of the teachers’ share the answer choice of Quite a Bit. The teachers know the importance of asking higher-level questions to enhance student’s ability to comprehend the text.

The participants in this case study provided useful classroom management skills by building empathy, admiring negative attitudes and behaviors, leaving their egos at the door, and providing multicultural connections. The participants established classroom management system of procedures and routines necessary for ensuring that their classes ran smoothly. The teachers made sure that students understood the reason for the routines, clarification of the procedures through modeling, and allowed students the opportunities to practice the routines through rehearsal.

The participant’s utilized effective student engagement strategies along with appropriate instructional strategies for reading improvement. The teachers assessed students’ abilities and found the right balance of challenge and success that made their learning relevant to their lives. When students received feedback in the moment, and as they needed it, they competed against themselves to see growth. Factors such as self-esteem were built through engaged, dedicated effort that yielded results that focused on ensuring participation, motivation, and excitement.
around guided reading instruction for every student.

The participants’ beliefs on student engagement stayed the same on the pre and post-scale with a score of 6.8 that indicated the teachers had lower perceptions concerning student engagement compared to instructional and management factors. For instance, the standard means score of student engagement on the Teachers’ Sense of Efficacy Scale is 7.3 which states that the teachers were not as confident as they should be when it pertains to student engagement. Question #6 asked how much can you do to get students to believe they can do well in school and the majority of the teachers scored high by stating their answer choice as quite a bit.

Question #9 said, “How much can you do to help your students’ value learning? The teachers’ answer choice to this question stated that participants were confident and willing to do whatever it takes to ensure student success by working with their students. Therefore, this is how it relates to the importance of motivation.

The participants were given a pre and post efficacy scale for the case study. The pre scale was given on August 30, 2016, to the twelve middle school teachers who agreed to participate. These answer choices were each teacher’s opinion of their perceptions. Their mean scores are provided in Table 1. The participant’s belief on classroom management increased by 0.3 from the pre scale score of 7.2 to the post scale score of 7.5. The standard means score of classroom management on the Teachers’ Sense of Efficacy Scale is 6.7 which states that the teachers knew the importance of establishing rules and procedures in their classrooms. Question #8 stated, “How well can you establish routines to keep activities running smoothly” The teacher scored high on the question by sharing the same belief of Quite a Bit. The teachers mentioned their interviews the importance of establishing routines at the beginning of the school year to get the students use to routines and procedures. Question #13 stated, “How much can you do to children
to follow classroom rules? The majority of the participant’s answer choice was A Great Deal because they mentioned that they are consistent when establishing classroom expectations and routines with their students.

Presentation of Data and Results

Factors that Foster Motivation

Connection to individual lives. When showing a book that related to a reader’s background knowledge, the teacher motivated them to connect it to their individual lives, their experience of the world, and other books they have read. During an introduction, the teacher determined the questions students asked about a book, cued learners to reflect the author’s approach such as patterns, rhyming, metaphors, and onomatopoeia. The teacher also cued learners about what they knew about the subject by now, encouraged readers’ observation to particular conventions such as punctuation, headings, and subtitles. The teacher demonstrated how to direct the test design, prompted readers to clarify pictures or visuals graphics, and identified specialized vocabulary and language formations.

During the interview process, 10 participants identified connecting the literature to the students’ lives as a way to motivate their students. One teacher stated, “Students enjoy making the connections of what they already know about a particular topic in a text before they read a book.” One teacher followed the same pattern by stating, “My students are engaged and motivated to read when we connect the topic of the books to what they know before, during, and after reading.” Another participant stated, “I made the connection to real-world experiences in my classroom by bringing in artifacts that related to a particular topic of the book based on a student’s culture.” One participant stated, “I chose multicultural books for students in my class, so they could make the connection to the material in their lives. The students enjoyed reading
books from their native culture and sharing their experiences with their peers.” A respondent stated, “I taught my students to make connections in their lives by using the strategy text-to-self, text-to-text, and text-to-world.” One participant mentioned, “When students make a connection between a text and their lives, they feel empathy for the story characters and become invested in the story. They also retain information from the story when they feel a personal connection to it.” Another teacher stated, “Making real-world connections is important because it can foster a love of learning for years to come.” The results revealed that the participants improved students’ connections to their lives by allowing them to read multiple academic content such as online magazines, hobby books, and stories written by friends that engaged them beyond school.

**Student interest.** Teachers encouraged intrinsic motivation in readers by making the guided reading lesson relevant, student-initiated, and persistent with the reading tasks. For instance, the participants provided books and activities linked to real life experience, hands-on activities, a conceptual theme, and lessons that were culturally purposeful. The teachers taught the students the importance of activating background knowledge by helping them make connections between their lives, interests reading the text before, during, and after reading. As well as connecting to the readers’ interests and backgrounds, the teachers encouraged intrinsic motivation in students by making the reading lesson relevant for learners. For example, students were engaged in reading because of consistent, relevant conceptual themes based on student interest that encouraged readers to be excited about reading expository and narrative texts over a prolonged period, sustaining engagement.

During the interview exercise, one participant stated, “I included topics and texts from various parts of the world that enriched students’ regard for and appreciation of their culture as well as cultures excluding their own.” Another participant mentioned, “I included texts and
references to the particular cultures represented in their classrooms that engaged my students.” For instance, this assisted students with personal background knowledge during guided reading activities, thereby increasing comprehension. Another participant stated, “I allow my students to view motivational movie clips to get them intrigued and interested in the text.” The study indicated student’s value having a choice in reading materials and topics. For instance, the teachers in this study modeled reading enjoyment by implementing engaging activities such as books clubs and made various reading materials available to students.

**Social interaction.** Teachers allowed the students to collaborate during guided reading instruction to share beliefs and construct learning together, a sense of acceptance to the classroom community established, and the extension and elaboration of existing knowledge facilitated. The students gained the perspective of others while debating topics in the classroom, extending their first views. Readers also had the chance to collaborate together on guided reading tasks connecting their background knowledge and abilities, acquiring knowledge from each other, and created a shared understanding of the material.

During the interview process, one teacher stated, “I encouraged student engagement by supporting students to read out loud together, create questions together, and extract meaning from text together.” Another participant, mentioned, “I allowed my students to talk and collaborate to establish a literature-rich learning environment that capitalized on small-group instruction and provided time for talking which supported their students’ strengths, interests, and desires.” The participants structured their guided reading instruction to incorporate meaningful, purposeful opportunities for readers to talk about books to enhance their engagement. One teacher mentioned, “I allow students to work together and collaborate in guided reading groups. The students enjoy learning from each other by discussing the text and answering questions.”
The study revealed participants in this study allowed students to socialize in partner reading and peer conferencing which is vital for students’ development as readers.

**Self-efficacy in Guided Reading**

**Text selection.** Part of the early planning was text selection. The book selected was based on continuous observations of the students. A text was selected based on the learners’ needs. For instance, if the students needed additional practice reading the book to reinforce reading skills. One educator stated, “I provided thorough yet brief text introduction before the students read the chosen book.” “The teacher’s goal was to engage the readers in the narrative, relate it to their knowledge, and furnish a framework of meaning that guided problem-solving” (Fountas & Pinnell, 1996, p. 8).

One teacher mentioned, “I allow my students to make ‘free choices’ when selecting books in my classroom. I provided leveled books with subject matter and topics that are very interesting, then I allow the students to select a book that they would like to read. By allowing the students to choose what they want to read gives them ownership in their learning process.” Another teacher stated, “I give my students a student interest form to complete at the beginning of the year to write down their favorite topics and book genres. This gives me the opportunity to provide books that the students like to read.”

**Read selections out loud.** During the reading, the teacher asked individual readers to read sections out loud, so he/she took notes on the student’s reading. Also, during the reading, one instructor asked individual students questions about the text that explained any confusion. The instructor “listened in” to students’ reading individually is designed to be very liberating as possible. It is intended for observation, note taking, and provided support as needed. Learners were motivated to go through the book and the reading process individually. That way, they were
able to resolve issues independently and build their meaning of the text.

One of the primary purposes of reading is to understand what is being read. One teacher mentioned, “I allow my students to participate in a reading concept called “popcorn reading” that gives the student a chance to read a passage in a story then call on someone else in the group to read the next paragraph.” Another teacher stated, “I give my students a beach ball to throw to another student to allow them to read or answer a particular question from a passage. The students enjoy participating in this reading activity because it is active and gives everyone a chance to read.”

**Teacher note-taking.** After reading, the instructor encouraged the readers to talk about the narrative they just read. During the interview, one educator stated, “I took notes on how the readers made meaning of the book and the learners shared their personal feelings about the book as well.” Another participant stated, “I used this time to revisit the text for teaching opportunities.” For instance, she/he visited points of problem-solving or looked back in the book for further understanding. This is a chance for students to summarize and synthesize information, communicate their ideas, make inferences, connect the text to their lives, listen to others interpretations of the text, think critically about the text, and discuss character development (Fountas & Pinnell, 2001, 2010).

One teacher mentioned, “I wrote anecdotal notes while my students read to document their reading fluency, accuracy, and comprehension levels while they read a book. This reading strategy is called a reading record which allows me the chance to assess their individual reading book levels.” Another participant stated, “I allow my students to read the observational notes that I provide on their reading record to discuss what areas need improvement or which reading skills they mastered. This meeting is called a student-conference because it is a designated one-on-one
time that I spend with each student to discuss their reading progress.”

**Fountas and Pinnell’s Benchmark Assessment System**

The Fountas and Pinnell’s Benchmark Assessment System Kit (2006) was introduced for the case study that provided resources and techniques for directing and evaluating the reading levels and actions of learners in grades 3–8. The program is directly joined to Fountas and Pinnell levels L-Z, to The Fountas and Pinnell Literacy Continuum, and to teaching in guided reading (small-group reading instruction using leveled books). The system provided two similar Benchmark Assessment books (one fiction and one nonfiction) for each of the levels from L-Z in the kit. The Benchmark Assessment was administered as a one-on-one, student-teacher assessment conference. The student read aloud and talked about the series of Benchmark Assessment books while the teacher observed and coded the reading behaviors on carefully constructed Recording Forms and made notes on the conversation. The Benchmark Assessment conferences provided information that helped the teacher determine three reading levels for each student: independent, instructional, and hard. The system also formed initial groups for reading instruction, selected books that were sufficient for a learner’s education, planned organized and successful instruction, identified students who required intervention and extra help, and determined particular areas of reading difficulty.

A teacher from the study worked with a small group of students (4–6) who demonstrated similar reading behaviors and read similar levels of text. The guided reading groups were held twice a week for 20–30 minutes. The texts were teacher selected and easy enough for learners to learn with the teacher’s providing support. The book offered challenges and chances for problem-solving but was easy enough for readers to read with some fluency. Each student held his/her copy of the book, and the teacher acted as a coach. The selected text chosen by the
teacher provided opportunities for learners to work on targeted skills and techniques suitable for students’ language level and conceptual understanding and were at the students’ instructional level. For example, the instructional levels are words that were read correctly. The scoring for the Benchmark Assessment System included Hard = below 90%, Instructional = 90%–94%, and Easy = 95%–100%.

**Summary of Chapter 4**

The motive of this analysis was to research middle school teachers’ perspective on providing guided reading instructional practices such as student’s reading self-efficacy to foster motivation in seventh and eighth-grade readers to improve reading achievement at a suburban middle school in Dallas, Texas. The survey questions were designed to get input on the research questions: How do middle school teachers foster the motivation of struggling students?” and “How do teachers demonstrate efficacy in teaching using the guided reading method?”

The Teachers’ Sense of Efficacy Scale was categorized into three headings which includes: early reading, reading terms and current reading practices. The survey questions were open-ended questions which allowed for individual responses with no bias from the researcher. Most participants believed that their school experiences had created a sense of their perception on reading for work or fun. The responses varied, and there seem to be many similarities among influences. The respondents answer choices provided insights into the middle school teacher’s attitudes and perceptions about reading as an efficient and productive lifelong reader. The qualitative data results of this case study will be discussed in Chapter 5.
Chapter 5: Discussion and Conclusion

A theory of perceived self-efficacy is based on a belief of one’s capabilities. Perceived self-efficacy influences every aspect of life. The following quote from Bandura provides a brief synopsis of perceived self-efficacy. Bandura (1977) states:

We find that people’s beliefs about their efficacy affect the sorts of choices they make in very significant ways. In particular, it affects their levels of motivation and perseverance in the face of obstacles. Most success requires persistent effort, so low self-efficacy becomes a self-limiting process. In order to succeed, people need a sense of self-efficacy, strung together with resilience to meet the inevitable obstacles and inequities of life. (p. 191)

The purpose of this study was to investigate how teachers encouraged motivation to read and to show how teachers demonstrate efficacy in teaching using the guided reading method at a middle school in the Dallas, Texas area. Specifically, the research sought to collect data through interviews with the middle school teachers that reviewed documents that were related to the guided reading program, campus improvement plans, and professional development implemented at the school. As the researcher in this case study, I utilized Yin’s (2009) guidelines for data collection, data analysis, and presentation.

Documents such as interview questions and the TSES created by Tschannen-Moran and Woolfolk Hoy (2001) not only measured the teachers’ sense of overall efficacy but also their perceived efficacy in three specific aspects of teaching based on three factors: efficacy in student engagement, efficacy in instructional strategies, and efficacy in classroom management were analyzed. The responses of the participants in this study were analyzed. This study highlighted factors that emerged in this study that answered the two research questions of how middle school
teachers fostered the motivation of struggling students and the classroom factors that supported guided reading.

The research questions that directed this qualitative study were:

1. How do middle school teachers foster the motivation of struggling students?
2. How do teachers demonstrate efficacy in teaching using the guided reading method?

The qualitative instruments utilized for use in conducting the study were surveys and interviews. The study site’s principal granted permission to conduct a case study at the middle school. For confidentiality purposes, the twelve participants participated in a blind survey where they completed a TSES pre-scale in August 2016 and a post-scale in November 2016 form provided in a numbered brown envelope. After the pretest and posttest scales, interview data was collected and analyzed at the end of the 8-week study.

The middle school teachers at this school were responsible for the teaching of reading to all the students within their classrooms. The teachers in this study varied in teaching experience from two years to over 20 years of teaching experience. The qualitative data collection for this study consisted primarily of interviews with the middle school teachers in grades seven and eight. I served as the reading interventionist at the middle school where the study took place. I contacted each respondent by personal telephone or email to arrange a convenient time and place to conduct the interview. The participants took part in an interview that lasted 30 to 45 minutes and conducted at the school.

The final source of evidence for this study was the collection and review of documents relating to the instructional guided reading program, lesson plans, and benchmark testing reports. I also utilized documents about professional development and improvement policies at the middle school. All the documents used in this study are available to the public through the
district’s website. Interviews were conducted so that participants could discuss their responses. The interview questions contained 11 open-ended questions, which was addressed in an interview format. The individual interviews were conducted using an iPhone 6 microphone audio feature.

**Case Study**

This chapter provides a summary of the findings resulting from analyzing the data collected from the Teacher Sense of Efficacy Scale and teacher observations as reported in Chapter 4. Conclusions drawn from the findings are also discussed and summarized and the recommendations based on the study are presented. The teachers collaborated weekly during their department meetings, as well as professional development. The participants in this study displayed high expectations for their students and promoted continued teacher collaboration.

This case study was significant concerning a social change in education at the middle school level. For instance, it provided new perspectives of the types of instructional practices needed in middle schools to improve reading achievement for all students. School district personnel could use these findings to create future policies about instructional practices and professional development to target guiding reading in middle schools. This chapter is organized into the following sections: Introduction, Summary of the Results, Discussion of the Results, Discussions of the Results in Relation to the Literature, Limitations, Implications of the Results for Practice, Policy, and Theory, Recommendations for Further Research, and Conclusion.

**Summary of the Results**

**Interviews**

The interview questions were organized into three major headings – early reading, reading terms and current reading practices. The results drawn from each of the sections were discussed in relation to previous research. All of the interview questions were open-ended. This
outline allowed for particular, individual response with no bias from the researcher. The interview questions provided an analysis of the data indicated common themes among the responses. The majority of the teachers believed that their early reading experiences impacted their present day experiences. One participant stated, “I learned to read through a basal series which taught me how to read phonetically.” Although different wording was utilized when each teacher was asked to describe a “reader” and a “lifelong” reader, there was a clear commonality in the definitions.

The participants believed that “readers” were competent and able to comprehend the content of whatever they were reading successfully. Responses concerning current reading practices focused not only on how and when reading was incorporated into teachers’ daily lives but also how each teacher stressed reading in their particular classroom situation. The participants’ interviews stated they read books and newspapers daily. Among the participants, most of them could remember a specific incident or event that impacted their reading. Lindskoog and Hunsicker (2002) mentioned that motivating students to read required they share reading experiences with others. The interview results revealed that participants with a higher sense of efficacy were confident and self-assured in their abilities to motivate participation in guided reading instruction; however, the teachers with low sense of efficacy were not confident in their teaching skills and struggled with motivating students to engage in guided reading lessons.

**Surveys**

The Teachers’ Sense of Efficacy Scale was scored by adding the value of each question. Higher scores indicated a stronger sense of efficacy and low scores resulted in little or no sense of efficacy. The efficacy of student engagement was the dimension that received the lowest mean scores for all teachers. Although there were some domains of low scores in this area, the
participants in this research study scored at higher levels concerning efficacy for classroom management. The overall teacher efficacy indicated positive relationships in efficacy of instructional strategies and efficacy of classroom management; however, the teachers in this investigation displayed low efficacy in their skills to engage all students. As a result, the TSES questions with the lowest score revealed their inability to engage all readers.

**Self-efficacy in Using Guided Reading**

The three factors in the TSES (student engagement, instructional strategies, and classroom management) helped determine the levels of teacher self-efficacy in using the guided reading method. From the beginning to the end of the study, participants were asked to complete the TSES to gain an understanding of each participant’s sense of efficacy in the areas of student engagement, instructional strategies, and classroom management. These factors were critical to the success of every guided reading lesson because teachers planned lessons that engaged and motivated students in the process of learning to read. Also, knowledge of instructional strategies granted teachers the ability to make decisions on the spot about how to guide students to success in their reading skills. Third, good classroom management was in place for the guided reading lessons conducted without interruptions. Effective classroom management facilitated teachers during meetings with a small group of students for guided reading as the rest of class worked productively in their reading stations. A summary of the results of the scale for each participant was presented in Chapter 4. Interviews and scales with the participants were conducted over an eight week period. In the following section is a summary of the participant’s scale responses by each factor: student engagement, instructional strategies, and classroom management.

**Efficacy in Student Engagement**

Bandura (1977) believed the high level of self-efficacy of an educator resulted in the
development of a learning environment that were conducive to learning. A factor considered critical to this learning environment was student engagement. Participants with a high sense of efficacy plan engaging lessons to capture their students’ motivation, interest, and participation. The majority of the twelve participants’ responses on the TSES fell within the ‘very little’ and ‘some influence’ range which showed the participants exhibited a lower sense of efficacy in this area. One participant recalled her experience working with a reader who struggled with reading skills at the beginning of the school year and was having trouble making gains in her reading. The teacher tried various reading strategies, plus a lot of encouragement, repetition, and praise. The participant also focused on building the student’s confidence by getting her to believe in her ability to become a better reader. The student refused to listen or pay attention during guided reading instruction, so the participant communicated with the student’s parents to inform them of the student’s lack of interest and engagement during reading instruction. The teacher also told the parents that she constantly motivated their child to read in class by saying, “You can do this; I want you to listen and pay attention, so you can answer the questions from the text; I’m so proud that you are showing progress!” Finally, the reader started making some progress by being attentive during the guided reading groups. For instance, the student participated by reading out loud and collaborating with her peers. In this success story, the participant felt a low sense of achievement in her ability to help the student believe in themselves and grow as a reader.

Another teacher mentioned she also did not feel as confident in her ability to teach her struggling readers to read during guided reading instruction. The student had issues retaining what he comprehended after reading a text. The teacher sought assistance from other teachers, and she continued to work with the student by providing guided reading strategies until she began to notice an improvement in the student’s reading. When the student finished reading a
text, she hesitated to answer questions that related to the book. The teacher reminded the student to use before, during, and after reading strategies to assist her with remembering the content. When the participant noticed the student still struggled after applying the strategies, the teachers’ confidence level in her ability to motivate her student and encourage her to believe in herself translated to a low sense of efficacy. Overall, in the area of efficacy in student engagement, the participants had a low sense of efficacy. The participants’ responses in the TESE indicated low confidence in this area, and it was evident in the stories that both teachers displayed a low sense of efficacy.

**Efficacy in Instructional Strategies**

Instructional strategies assisted teachers in the delivery of instruction. Bandura (1997) viewed a teacher’s personal self-efficacy as her belief in her capabilities to execute the action to accomplish the end product. When teachers possess a great belief that education makes a difference in students’ lives, they have the assurance of the effectiveness of their instructional practices (Allinder, 1994). Thus, teachers with a high belief in their ability to deliver effective instructional strategies will make decisions to improve student reading achievement. In the area of instructional strategies, the participants displayed a high sense of efficacy. One teacher mentioned she prompted students to make personal connections to the text and connections within the text. She considered making connections and activating background knowledge necessary for comprehension by questioning students that guided them to make connections. For instance, the teacher questioned a student to get him to think critically about a connection he made. The participant’s questioning helped the reader connect prior knowledge to how the character felt in the story.

Another participant stated during guided reading instruction, the students utilized
instructional strategies which included prompting, questioning to check for understanding, demonstration, cueing students, and graphic organizers. For example, the teacher taught students how to practice the strategy of note-taking while they read. The teacher modeled how to use note-taking skills in her classroom. The teacher felt a high sense of efficacy in her ability to assess comprehension based on the responses of her students to the questions she was asking. The majority of the time students would answer the questions correctly because the answers were in the text. Therefore, the teacher felt her students had comprehended the text, therefore, this gave her confidence to believe in her ability to assess comprehension. Allington (2002) stated, “Students need enormous quantities of successful reading to become independent, proficient readers.” A reader becomes a better reader by reading. As a result in the study, the students’ ability to locate the evidence for the questions they were asked gave the teacher a high sense of efficacy in her ability to help students be successful in reading.

**Efficacy in Classroom Management**

An effective classroom management plan not only assists teachers in delivering smooth lessons without interruptions but also increases a teacher’s self-confidence. Bandura (1977) considered “mastery experience” as a source that helped construct people’s self-efficacy beliefs. Therefore, the mastery of establishing a classroom environment with an effective classroom management plan influences teachers’ self-efficacy beliefs. The majority of the participants exhibited a high sense of efficacy in their ability to create classrooms with an effective management plan. For example, one participant mentioned she established a classroom management plan that assisted her during guided reading instruction. For instance, while the teacher conducted guided reading lessons with a small group of students, the rest of her class worked at different reading stations. The teacher stated none of her students bothered her by
asking questions about what was expected of them to do or ask questions about their work because they were self-directed. Throughout the guided reading lesson, the teacher stated there was one student that she had to redirect several times for being disruptive in the group. She reminded the student of his expected behavior while participating in guided reading instruction and the consequences of not following directions in her classroom. The participant captured the learner’s attention by giving him free choices to select a book of interest and read it aloud in his small group. The teacher felt a high sense of efficacy and accomplishment for the student’s change in behavior.

Another teacher displayed a high sense of efficacy in the area of classroom management by establishing routines to keep activities running smoothly during guided reading instruction. The participant created a classroom environment where students were self-directed during guided reading instruction by implementing a point system to manage behavior. If students failed to show good conduct, they would lose points. According to the participant, the point system usually took care of any behavioral problems. However, when it did not, she contacted parents to determine if there were other problems that the learner was experiencing at home. The teacher also had conversations with her students on an individual basis to discuss academic progress and behavioral concerns. Overall, the participants shared a high sense of efficacy in their ability to manage their classrooms. For instance, the teachers felt a sense of accomplishment after seeing the change in behavior from their students.

The participants in this study connected self-efficacy to motivating students by establishing specific, short-term goals that challenged them to lay out a particular learning strategy and verbalize their plan. For instance, by proceeding through a task, the teachers asked students to note their progress and verbalize their next steps. The teachers also compared student
achievement to the goals set for that reader, rather than comparing one student against another or comparing one student to the rest of the group. The participants encouraged students by giving them consistent, credible and specific motivation, such as “You did a great job creating an outline to show your reading strategies; I like the goals you have set to improve your reading level.”

According to Pintrich and Schunk (2003) motivation is “a method for a goal-directed activity that is initiated and supported” (p. 5). In accordance with Gardner, motivation theory (1985) learners are motivated to learn and accomplish when they recognize their teachers care about them. Educators who care were characterized as illustrating common interaction techniques, fostering expectations for student conduct considering individual differences, modeling a “caring” attitude toward their individual work, and supplying valuable feedback exemplified a high sense of efficacy. Furthermore, experienced educators motivate learners for comprehending. They consider readers’ misconceptions in the subject matter and they use various visual supports to make the subject more captivating and significant. Moreover, they give learners chances to engage in dialogues and give ample feedback instead of scores on assignments. Furthermore, there is some proof that influence, like excitement for acquiring information and their awareness regarding readers’ treatment, might alter learners’ feelings connected to the goals (Stipek et al., 1998).

The relationships between educators and readers also influences the classroom disposition; Educators are responsible for managing the classroom climate, including overseeing classroom discipline, regulating procedures and techniques to learning, communicating with the learners in the classroom. Wentzel (1998) found that readers’ understandings of definite similarity with their educators were connected to their search of pro-congenial classroom
objectives such as getting along with others and being civilly responsible and were more strongly connected to student interest in school than anticipated assistance from parents and peers.

Perceived support from educators also is a positive forecaster of effort in schools and the quest of social accountability goals, not to mention developing in pro-social ways to motivate peer collaboration (Wentzel, 1998).

The novice teachers in this study had a high perception of teacher efficacy that established significant gratification in teaching, had a more encouraging response to instructing, and encountered less anxiety. Those participants who were self-assured teachers provided greater procedures to the sufficiency of help they experienced than those who had previously finished their school year with an unsteady perception of their personal capability and a less hopeful view of what educators could achieve. For example, this information mentioned that the experienced teachers in this investigation developed a relatively stable sense of their teaching competence that was combined with their analysis of a new task to produce judgments about expected efficacy on that task. When the task was seen as routine, or handled successfully many times, there was little active analysis of the task, and efficacy was based on memories of how well the task was handled in the past. The inexperienced teachers in this study relied more heavily on their assessment of the task and on vicarious experience (what they believe other teachers would do) to gauge their own likely success, that is their efficacy in the given situation.

Among experienced teachers in this study, efficacy beliefs appeared to be quite stable. The teachers felt a greater sense of control over their professional lives in schools that increased their sense of teacher efficacy and made greater effort, persistence, and resilience which lead to greater efficacy. On the other hand, lower efficacy lead to less effort and teachers giving up easily, which lead to poor teaching outcomes, which then produced decreased efficacy.
Results of the Teachers’ Sense of Efficacy Scale

The study indicated the results revealed the participants’ perception on the efficacy of instructional strategies increased by 0.9 from the pre scale score of 6.7 to the post scale score of 7.6. The standard means score of instructional strategies on the Teachers’ Sense of Efficacy Scale is 7.3 which stated the teachers knew the importance of establishing relationships and communicating with their students. The study revealed teachers knew the importance of asking higher-level questions to enhance student’s ability to comprehend the text.

The efficacy of classroom management results indicated the participants in this case study provided useful classroom management skills by building empathy, admiring negative attitudes and behaviors, leaving their egos at the door, and providing multicultural connections. The participants established classroom management system of procedures and routines necessary for ensuring that their classes ran smoothly. The teachers made sure that students understood the reason for the routines, clarification of the procedures through modeling, and allowed students the opportunities to practice the routines through rehearsal. The data found the participant’s belief on classroom management increased by 0.3 from the pre-scale score of 7.2 to the post-scale score of 7.5. The standard means score of classroom management on the Teachers’ Sense of Efficacy Scale is 6.7 which states that the teachers knew the importance of establishing rules and procedures in their classrooms.

The efficacy for student engagement results revealed some of the participant’s utilized effective student engagement strategies along with appropriate instructional strategies for reading improvement. The teachers assessed students’ abilities and found the right balance of challenge and success. Students were engaged when their learning was made relevant to their lives; therefore, they felt connected to what they were doing. When students received feedback in the
moment, and as they needed it, they competed against themselves to see growth. Factors such as self-esteem were built through engaged, dedicated effort that yielded results that focused on ensuring participation, motivation, and excitement around guided reading instruction for every student.

The findings showed that the participants’ beliefs on student engagement stayed the same on the pre-scale and post-scale with a score of 6.8 that indicated the teachers had lower perceptions concerning student engagement compared to instructional and management factors. For instance, the standard means score of student engagement on the Teachers’ Sense of Efficacy Scale is 7.3 which states that the teachers were not as confident as they should be when it pertains to student engagement. The teachers’ were confident and willing to do whatever it takes to ensure student success by working with their students. Therefore, the findings indicated how it related to the importance of motivation.

Discussion of the Results

The results indicated several factors found in this qualitative study that answered the two research questions of how do middle school teachers foster the motivation of struggling students and how do teachers demonstrate efficacy in teaching using the guided reading method. Among experienced teachers in this study, efficacy beliefs appeared to be quite stable. The teachers felt a greater sense of control over their professional lives in schools that increased their sense of teacher efficacy and made greater effort, persistence, and resilience which lead to greater efficacy. On the other hand, lower efficacy lead to less effort and teachers giving up easily, which lead to poor teaching outcomes, which then produced decreased efficacy. This case study may be significant in terms of social change in education at the middle school level. It may provide new perspectives of the types of instructional practices needed in middle schools to improve reading achievement for all students. School district personnel could use these findings
to create future policies in relation to instructional practices and professional development in reading in middle schools.

This case study served as an essential tool that will allow parents and educators to improve and expand their methods of the importance of guided reading instruction. The study of how middle school teachers fostered the motivation of struggling students and the classroom factors such as the importance of providing quality instruction supports guided reading. According to Bandura (1977), most success requires persistent effort, so low self-efficacy becomes a self-limiting process. In order to succeed, people need a sense of self-efficacy, strung together with resilience to meet the inevitable obstacles and inequities of life. The research showed that motivation and high self-efficacy are both considered important factors in ensuring reading success in middle schools as vital components of daily guided reading instruction to develop lifelong readers.

**Theme 1: How Middle School Teachers Foster the Motivation of Struggling Students**

The first major theme that emerged during the interviews revealed the teachers’ motivation and self-efficacy that positively influenced students to make connections to their individual lives, encouraged intrinsic motivation, provided meaningful and multicultural text, and opportunities for students to collaborate with their peers.

The first research question asked how middle school teachers foster the motivation of struggling students. As a result of this study, students cared about their relationships with their teachers and responded with greater engagement and effort when they believed that their teachers care about them and are supportive. One way that teachers conveyed these qualities was through their discourse with their students in the classroom. Classroom discourse structure concerned the manner in which teachers engaged student participation in learning, promoted
intrinsic motivation, and balanced, appropriate challenges with skill levels. Teachers with a high sense of efficacy about their teaching capabilities had an easier time motivating their students and enhancing their cognitive development. These teachers were able to rebound from setbacks and were more willing to experiment with new ideas or techniques. Low efficacious teachers relied more on a controlling teaching style and tended to be more critical of students.

Teachers with a high sense of efficacy encouraged intrinsic motivation in readers by making guided reading lessons relevant, student-initiated, and persistent with the reading tasks. For instance, the participants provided books and activities linked to real life experience, hands-on activities, a conceptual theme, and lessons that were culturally purposeful. The teachers with a high sense of efficacy taught the students the importance of activating background knowledge by helping them make connections between their lives, interests reading the text before, during, and after reading. As well as connecting to the readers’ interests and backgrounds, the teachers encouraged intrinsic motivation in students by making the reading lesson relevant for learners. For example, the results of the study revealed that students were engaged in reading because of consistent, relevant conceptual themes based on student interest that encouraged readers to be excited about reading expository and narrative texts over a prolonged period, sustaining engagement.

During the interview exercise, one participant stated, “I included topics and texts from various parts of the world that enriched students’ regard for and appreciation of their culture as well as cultures excluding their own.” Another participant mentioned, “I included texts and references to the particular cultures represented in their classrooms that engaged my students.” For instance, this assisted students with personal background knowledge during guided reading activities, thereby increasing comprehension. Another participant stated, “I allowed my students
to view motivational movie clips to get them intrigued and interested in the text.” Teachers with a high sense of efficacy allowed students to collaborate during guided reading instruction to share beliefs and construct learning together, a sense of acceptance to the classroom community established, and the extension and elaboration of existing knowledge facilitated. The students gained the perspective of others while debating topics in the classroom, extending their first views. Readers also had the chance to collaborate together on guided reading tasks connecting their background knowledge and abilities, acquiring knowledge from each other, and created a shared understanding of the material.

During the interview process, one teacher stated, “I encouraged student engagement by supporting students to read out loud together, create questions together, and extract meaning from text together.” Another participant, mentioned, “I allowed my students to talk and collaborate to establish a literature-rich learning environment that capitalized on small-group instruction and provided time for talking which supported their students’ strengths, interests, and desires.” The findings in the study indicated the participants with a high sense of efficacy structured their guided reading instruction to incorporate meaningful, purposeful opportunities for readers to talk about books to enhance their engagement.

**Theme 2: Teacher’s Demonstrate Efficacy in Teaching Using the Guided Reading Method**

The second major theme that emerged during the interviews revealed the teachers’ instructional strategies such as text selection based on the readers’ needs, allowed students to make their own book choices, and read books out loud to enhance problem-solving skills and construct meaning that supported guided reading instruction.

The second research question asked how teachers demonstrate efficacy in teaching using the guided reading method. For instance, part of the early planning process in guided reading
instruction was text selection and the book selected was based on continuous observations of the students. A text selected was based on the learners’ needs. One educator stated, “I provided thorough yet brief text introduction before the students read the chosen book.” “The teacher’s goal was to engage the readers in the narrative, relate it to their knowledge, and furnish a framework of meaning that guided problem-solving” (Fountas and Pinnell, 1996, p.8).

One teacher mentioned, “I allow my students to make ‘free choices’ when selecting books in my classroom. I provided leveled books with subject matter and topics that are very interesting, then I allowed the students to select a book that they would like to read. By allowing the students to choose what they want to read gives them ownership in their learning process.” Another teacher stated, “I gave my students a student interest form to complete at the beginning of the year to write down their favorite topics and book genres. This gave me the opportunity to provide books that the students like to read.”

During the reading, the educator asked individual readers to read sections out loud, so he/she took notes on the student’s reading. Also, during the reading, one instructor asked individual students questions about the text that explained any confusion. The instructor “listened in” to students’ reading individually is designed to be very liberating as possible. It is intended for observation, note taking, and provided support as needed. Learners were motivated to go through the book and the reading process individually. That way, they were able to resolve issues independently and build their meaning of the text.

One of the primary purposes of reading is to understand what is being read. One teacher mentioned, “I allow my students to participate in a reading concept called “popcorn reading” that gives the student a chance to read a passage in a story then call on someone else in the group to read the next paragraph.” Another teacher stated, “I give my students a beach ball to throw to
another student to allow them to read or answer a particular question from a passage. The students enjoy participating in this reading activity because it is active and gives everyone a chance to read.”

The next classroom factor that supported guided reading instruction discussed after reading, the instructor encouraged the readers to talk about the narrative they just read. During the interview, one educator stated, “I took notes on how the readers made meaning of the book and the learners shared their personal feelings about the book as well.” Another participant stated, “I used this time to revisit the text for teaching opportunities.” For instance, she/he visited points of problem-solving or looked back in the book for further understanding. This is a chance for students to summarize and synthesize information, communicate their ideas, make inferences, connect the text to their lives, listen to others interpretations of the text, think critically about the text, and discuss character development (Fountas and Pinnell, 2001, 2010).

One teacher mentioned, “I wrote anecdotal notes while my students read to document their reading fluency, accuracy, and comprehension levels while they read a book. This reading strategy is called a reading record which allows me the chance to assess their individual reading book levels.” Another participant stated, “I allow my students to read the observational notes that I provide on their reading record to discuss what areas need improvement or which reading skills they mastered. This meeting is called a student-conference because it is a designated one-on-one time that I spend with each student to discuss their reading progress.”

A final classroom factor that supported guided reading in this study was the Fountas and Pinnell’s Benchmark Assessment System Kit (2006) which provided resources and techniques for directing and evaluating the reading levels and actions of learners in grades 3–8. The program was directly joined to Fountas and Pinnell levels L-Z, to The Fountas and Pinnell Literacy
Continuum, and to teaching in guided reading (small-group reading instruction using leveled books). The system provided two similar Benchmark Assessment books (one fiction and one nonfiction) for each of the levels from L-Z in the kit. The Benchmark Assessment was administered as a one-on-one, student-teacher assessment conference. The student read aloud and talked about the series of Benchmark Assessment books while the teacher observed and coded the reading behaviors on carefully constructed Recording Forms and made notes on the conversation. The Benchmark Assessment conferences provided information that helped the teacher determine three reading levels for each student: independent, instructional, and hard. The results indicated the system also formed initial groups for reading instruction, selected books that were sufficient for a learner’s education, planned organized and successful instruction, identified students who required intervention and extra help, and determined particular areas of reading difficulty.

**Discussion of the Results in Relation to the Literature**

The data results in this study found that the teacher’s guided reading methods and other classroom factors supported and hindered student’s reading success. Bandura (2006) described self-efficacy as the core principle that one has the potential to force change by one’s actions. Research has shown a strong impact of self-efficacy on goal achievement, level of inspiration, durability during strenuous tasks, and academic fulfillment (Gottfield & Fleming, 2001). Providing constructive feedback regarding middle school readers’ individual reading gains is also crucial to improve motivation to read (Marzano, 2003). The participants in this study directed the students to work in pairs and provide suggestions to each other about their reading work since students usually benefit from their peers’ feedback regarding their reading own performance (Guthrie & Humenick, 2004). Additionally, naturally engaging reading activities
and tasks increase reading motivation of youth in school (Marzano, 2003).

The results indicated when providing a reading task or activity, the participants considered whether their students are capable of tackling without too many struggles, and provided tasks that are exciting and innovative. The participants allowed their students to choose a reading task among various options that improved their curiosity to read, and their willingness to spend more time reading. To keep the students motivated in reading classes, the teachers had the students develop and work on long term projects of their own. The results found that encouraging students to construct a project and consequently, student motivation to complete the project increased in the classroom. Additionally, when teachers explained how students’ approach to reading tasks influences their motivation and the importance of motivation for success in school, students can better understand the dynamics of motivation and hopefully change their disposition accordingly (Marzano, 2003).

The research literature on the roles of teacher-student relationships and students’ social motivations in achievement is abundant (Guthrie, 2008). For example, students who seek to cooperate with the teacher and help other students academically, consistently get better grades than students who are antisocial, disruptive, and abusive to other students. As a consequence, the result revealed the participants invested time to construct an environment of confidence, admiration for others, consent of rules, and personal responsibility toward social norms that was considerably repaid in student comfort and learning. The results indicated the middle school teachers provided the intentional and intensive instruction that developed the proficiency allowing students to focus on interesting information. The wholeness of the lessons was directed toward engagement in texts and the goal of authentic reading in the real world.

Outstanding middle school teachers who motivate all their students offer a wide platform
in the classroom (Guthrie, 2008). They nurture confidence, dedication, and interest through many avenues. According to Guthrie (2008), the experiences of middle school teachers to motivate students include the following: (a) creating relationships, (b) building success, (c) assuring relevance, (d) fostering awareness, (e) affording choices, and (f) arranging social goals. The research helped to support or dispel current thinking about professional development through coaching by identifying a clear vision. The data found that the teachers in this study provided trusting relationships, supporting the learning of middle school students that identified success.

**Limitations**

This study was conducted in one middle school in the Dallas, Texas area; the participants selected, were not representative of the beliefs on instructional strategies for all teachers nationwide or statewide. Teachers in identical teaching situations had totally different perceptions, therefore answered differently. One limitation not encountered was a teacher who did not want to discontinue the intervention once it began. Additionally, teachers did not express a concern if the school administrators were going to evaluate them while they participated in this study. Confidentiality, an explanation of the requirement to the school administration was explained to the teachers. The data gathered for this analysis was self-reported data and qualitative. There was no quantitative analysis completed within this study.

**Implications of the Results for Practice, Policy, and Theory**

According to Fisher (2008) “The principles underpinning the practice of guided reading are concerned with the teaching of comprehension strategies and the development of critical literacy.” Guided reading instruction provided students with such strategies regarding comprehension as well as providing students with a comfortable place to participate and answer comprehension questions. Fisher (2008) wrote, “A guided reading group offers a supportive
environment in which to promote such active participation in meaning making” (p. 20). In this way, students have greater opportunities for understanding books they read. Iaquinta (2006) took the significance of guided reading instruction and its impact on readers’ comprehension into consideration when she wrote, “A framework for guided reading lessons provided for different kinds of learning in divergent ways; each element has a function connected to students’ ability to build meaning. These components work together to form a united whole and construct a solid base from which to build comprehension.” Bashir and Hook (2009) discussed the relationship between the development of fluency as a key link between word recognition and comprehension which is only now being considered. We know that fluency and comprehension are linked (Maxwell, 1998) because efficient fluent word recognition frees up processing resources to focus on comprehension (Adams, 1990). The results revealed the teachers knew the importance of fluency and comprehension being joined as a vital component of comprehension skills.

**Recommendations for Further Research**

The recommendation for further research include a recommendation that the survey population be expanded to include elementary and intermediate school teacher’s district wide. This would consist of adults of various ages, sex, reading skills, and education that would be surveyed in the interview process. By expanding the survey population, this would provide diverse responses to enhance future studies. Another suggestion would be to add multiple choice questions to the open-ended questions on the interview survey form to provide more details and resources for analysis. Student engagement was the overall weakest area on the average of all middle school teachers on the post sense of efficacy scale; therefore, the recommendation is for teachers to engage in professional development opportunities to learn new and innovative ways to target student engagement, especially for the English-Language Learners student population.
Conclusion

The purpose of this qualitative case study was to investigate middle school teachers’ perspective on providing guided reading instructional practices such as student’s reading self-efficacy to foster motivation in seventh and eighth grade readers to improve reading achievement at a suburban middle school in Dallas, Texas. The survey questions were designed to get input on the research questions: How do middle school teachers foster the motivation of struggling students?” and “How do teachers demonstrate efficacy in teaching using the guided reading method?” The interview questions were categorized into three headings: early reading, reading terms, and current reading practices. The questions were open-ended questions allowing for individual responses with no bias from me. Most participants believed that their school experiences created a sense of their perception on reading for work or pleasure. The Teachers’ Sense of Efficacy scale created by Tschannen-Moran and Woolfolk Hoy, not only measured the teacher’s sense of overall efficacy but also their perceived efficacy in three factors: efficacy in student engagement, efficacy in instructional strategies, and efficacy in classroom management were analyzed (Tschannen-Moran & Woolfolk Hoy, 2001).

The study of how middle school teachers fostered the motivation of struggling students and the how teachers demonstrate efficacy in teaching using the guided reading method such as the importance of providing quality instruction supports guided reading. According to Bandura (1977), most success requires persistent effort, so low self-efficacy becomes a self-limiting process. In order to succeed, people need a sense of self-efficacy, strung together with resilience to meet the inevitable obstacles and inequities of life. The research showed that motivation and high self-efficacy are both considered important factors in ensuring reading success in middle schools as vital components of daily guided reading instruction to develop lifelong readers.
References


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Appendix A: Consent Form

Research Study Title: Factors that Support Guided Reading Instruction
Principle Investigator: Shelley Robinson
Research Institution: Middle School Located in Dallas, Texas
Faculty Advisor: Dr. Mark Jimenez

Purpose and what you will be doing:
The purpose of this study is to investigate how middle school teachers motivate struggling students and what teachers perceive keep students from wanting to improve reading. No one will be paid to be in the study. We will begin enrollment on August 31, 2016 and end enrollment on November 30, 2016.

As a participant in the study, you will participate in a blind study where you will be given a hardcopy of a Pre Teacher’s Sense of Efficacy Scale test to complete in a sealed numbered brown envelope. Do not write your name on the efficacy scale form to ensure confidentiality. Once you complete the form, you will put the form in the brown envelope and return it to my teacher’s mailbox. The efficacy scale form will be numbered in order to match up forms for the pre and post assessment at the end of the study. The interview and the test will occur on the same visit day. You will complete the Post Teacher’s Sense of Efficacy Scale at the end of the study, which will also be placed in a brown envelope, completed then returned to my teacher’s mailbox within two days. There will be two visit days, and the visits will be done during your department planning meetings. Each visit day should take less than 45 minutes.

Risks:
There are no risks to participating in this study other than providing your information. However, we will protect your information. Any personal information you provide will be coded so it cannot be linked to you. Any name or identifying information you give will be kept securely via electronic encryption or locked inside a file cabinet. When we or any of our investigators look at the data, none of the data will have your name or identifying information. We will only use a secret code to analyze the data. We will not identify you in any publication or report. During the interview, I will transcribe the recordings, remove your personal identifying information, then after ensuring that the transcripts are accurate, I will delete the recordings. Your information will be kept private at all times and then all study documents will be destroyed 3 years after we conclude this study.

Benefits:
Information you provide will help determine if classroom factors such as engagement, guided reading instruction, and classroom management support student motivation for reading self-efficacy. You could benefit this by participating and providing your teacher’s perception in this study that will benefit our goal to motivate struggling middle school readers.
**Confidentiality:**
This information will not be distributed to any other agency and will be kept private and confidential. The only exception to this is if you tell us abuse or neglect that makes us seriously concerned for your immediate health and safety.

**Right to Withdraw:**
Your participation is greatly appreciated, but we acknowledge that the questions we are asking are personal in nature. You are free at any point to choose not to engage with or stop the study. You may skip any questions you do not wish to answer. This study is not required and there is no penalty for not participating. If at any time you experience a bad emotion from answering the questions, we will stop asking you questions.

**Contact Information:**
You will receive a copy of this consent form. If you have questions you can talk to or write the principle investigator, Shelley Robinson. If you want to talk with a participant advocate other than the investigator, you can write or call the director of our institutional review board, Dr. OraLee Branch.

**Your Statement of Consent:**
I have read the above information. I asked questions if I had them, and my questions were answered. I volunteer my consent for this study.

<table>
<thead>
<tr>
<th>Participant Name</th>
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<tr>
<td>Participant Signature</td>
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<td>Investigator Name</td>
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Appendix B: Survey Interview Questions

Male ____________       Female ____________

Age ________________

Content Area ________________________________

Number of years teaching middle school? ________

Early Reading

1. How would you describe how you learned to read in elementary school? Were your reading skills reinforced in Jr. High and High School?

2. What impact did your reading experiences in school have on your present day reading?

3. You just told me how you learned to read in school. What was reading like at home?

Reading Terms

4. How would you define a “reader?”

5. How would you define a “life-long” reader?

Current Reading Practices

6. What are your present day reading habits?

7. What reading materials enforce your present reading practices?

8. How do you obtain most of the materials that you read?
9. Do you stress the importance of reading in your classroom? How?

10. Do you have a special reading relationship with any family members?

11. Do you think there has been any one person or incident that has had a big effort on the type of reader you are today?
### Appendix C: Teacher’s Sense of Efficacy Scale

**Teacher Beliefs - TSES**

*Directions:* Please indicate your opinion about each of the questions below by marking any one of the nine responses in the column on the right side, ranging from (1) “None at all” to (6) “A Great Deal” as each represents a degree on the continuum. Please respond to each of the questions by considering the combination of your current ability, resources, and opportunity to do each of the following in your present position.

<table>
<thead>
<tr>
<th>Question</th>
<th>None at all</th>
<th>Very Little</th>
<th>Some Degree</th>
<th>Quite A Bit</th>
<th>A Great Deal</th>
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<td>1. How much can you do to get through to the most difficult students?</td>
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<td>2. How much can you do to help your students think critically?</td>
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<td>3. How much can you do to control disruptive behavior in the classroom?</td>
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<td>4. How much can you do to motivate students who show low interest in school work?</td>
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<td>5. To what extent can you make your expectations clear about student behavior?</td>
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<td>6. How much can you do to get students to believe they can do well in school work?</td>
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<td>7. How well can you respond to difficult questions from your students?</td>
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<td>8. How well can you establish routines to keep activities running smoothly?</td>
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<td>9. How much can you do to help your students value learning?</td>
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<td>10. How much can you gauge student comprehension of what you have taught?</td>
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<td>11. To what extent can you craft good questions for your students?</td>
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<td>12. How much can you do to foster student creativity?</td>
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<td>13. How much can you do to get children to follow classroom rules?</td>
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<td>14. How much can you do to improve the understanding of a student who is failing?</td>
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<td>15. How much can you do to calm a student who is disruptive or noisy?</td>
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<td>16. How well can you establish a classroom management system with each group of students?</td>
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<td>17. How much can you do to adjust your lessons to the proper level for individual students?</td>
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<td>18. How much can you use a variety of assessment strategies?</td>
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<td>19. How well can you keep a few problem students from ruining an entire lesson?</td>
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<td>20. To what extent can you provide an alternative explanation or example when students are confused?</td>
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<td>21. How well can you respond to displiant students?</td>
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<td>22. How much can you assist families in helping their children do well in school?</td>
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<td>23. How well can you implement alternative strategies in your classroom?</td>
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<td>24. How well can you provide appropriate challenges for very capable students?</td>
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June 20, 2016

Shelley,

You have my permission to use the Teacher Sense of Efficacy Scale (formerly called the Ohio State Teacher Sense of Efficacy Scale), which I developed with Anita Woolfolk Hoy, in your research. You can find a copy of the measure and scoring directions on my web site at http://wmpeople.wm.edu/site/page/mxtsch. Please use the following as the proper citation:


I will also attach directions you can follow to access my password protected web site, where you can find the supporting references for this measure as well as other articles I have written on this and related topics.

I would love to receive a brief summary of your results.

All the best,

Megan Tschannen-Moran
The College of William and Mary
School of Education
Appendix E: Statement of Original Work

I attest:

1. I have read, understood, and compiled with all aspects of the Concordia University Portland, Academic Integrity Policy during the development and writing of this dissertation.

2. Where information and/or materials from outside sources has been used in the production of this dissertation, all information and/or materials from outside sources has been properly referenced and all permissions required for use of the information and/or materials have been obtained, in accordance with research standards outlined in the Publication Manual of The American Psychological Association.

[Signature]

Digital Signature

Shelley Robinson

Name (Typed)

August 25, 2017

Date