

Using Guided Instruction to Assist High School Struggling Readers:

Transferring Elementary Instructional Methods



Dr. Tiffany Gallagher

&



Dr. Arlene Grierson

Rachel St Hilaire, MEd(c)



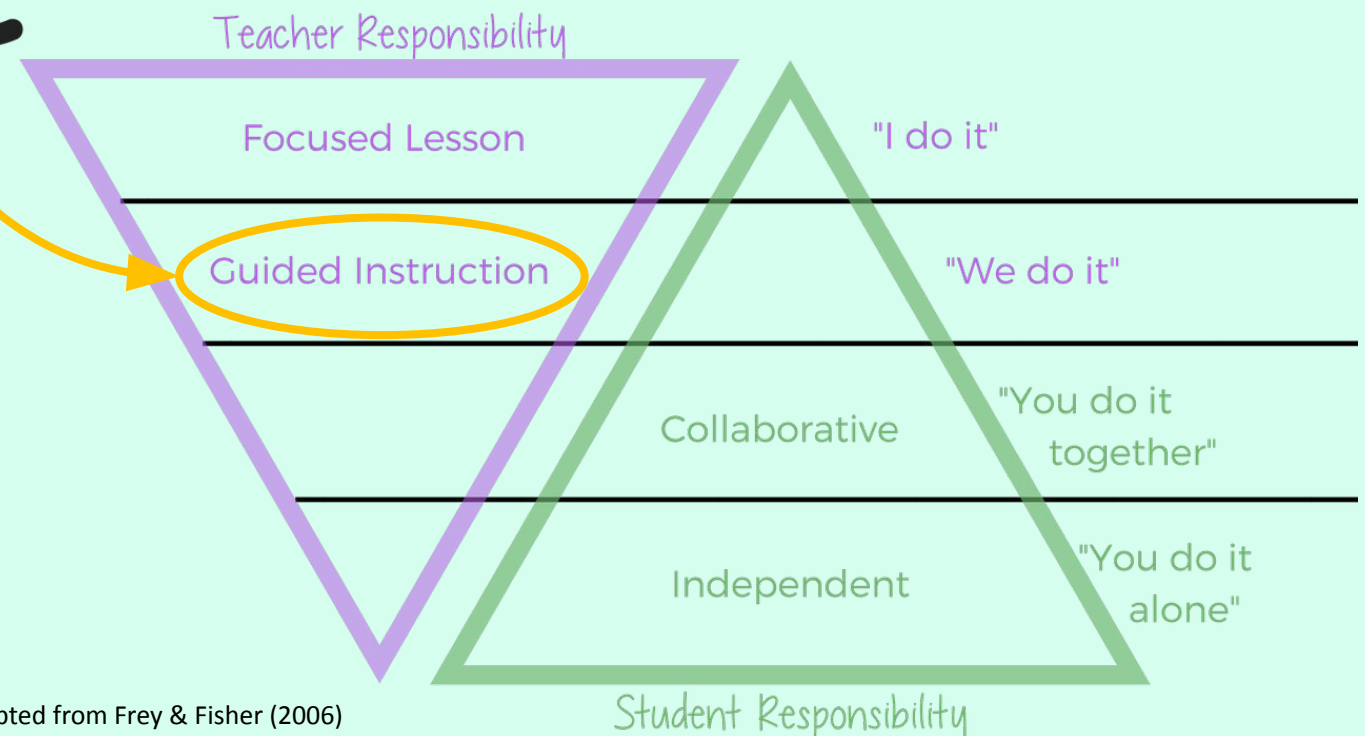
Social Sciences and Humanities
Research Council of Canada

Conseil de recherches en
sciences humaines du Canada

Canada

What is Guided Reading?

- Typically used in **elementary** school
- Students are **grouped** based on reading levels
- Frey & Fishers Gradual Release of Responsibility Model



*adapted from Frey & Fisher (2006)

Research Question



How can the professional learning of secondary teachers be supported, so that they can foster increased student support through the implementation of guided reading instruction?

The Overall Project

- 4 Year SSHRC Funded project
- Currently in Year 2
- Four different PD/Coaching projects
 - Interconnected levels & participants
 - Increased student achievement as end goal



The Current Project

- This presentation is focused on results from Year 1 of the Resilient Readers project
- Involves PLL, School Board Coaches, and Teacher Participants, who worked together to affect student achievement positively



METHODS

A horizontal dotted line consisting of small, light blue dots, extending across the width of the slide.

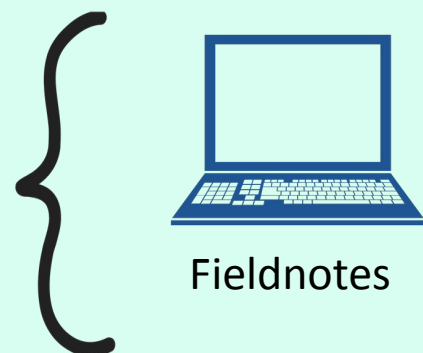
STUDY CONTEXT



PARTICIPANTS

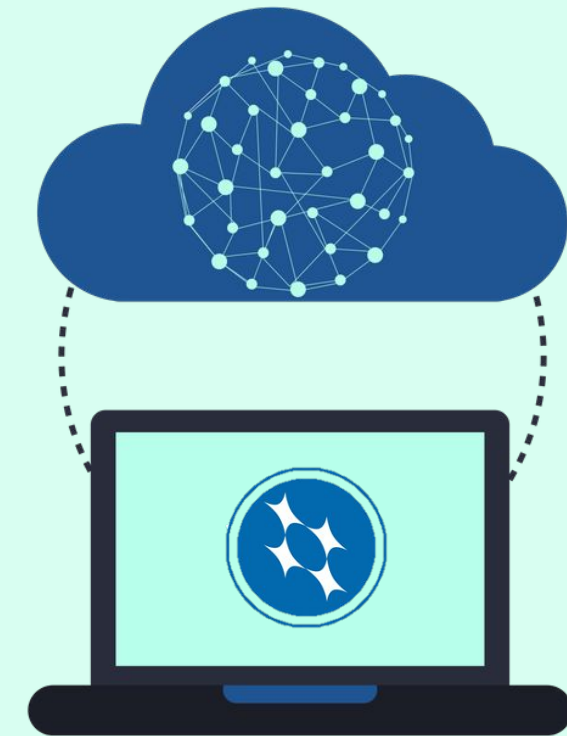


THE DATA




DATA ANALYSIS

- 1 NVivo was used to import all field notes and interview transcripts
- 2 Data was read and coded
 - Nodes were created and run through NVivo to find common themes
- 3 The findings were clustered into categories to find larger themes
- 4 Quotes were extracted from the raw data to illustrate each theme



RESULTS

A horizontal dotted line consisting of small, light blue dots, spanning the width of the slide.

THE COACHES

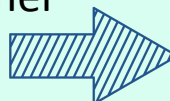


Increased metacognitive language
used by teachers

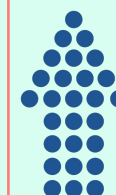
Teachers instruction has become
more explicit

THE TEACHERS

Coaching,
co-planning, teacher
reflection &
discussion about
metacognition



Teachers assisting students to
use metacognitive strategies
in small group discussions &
guided reading groups



Comfort
promoting
metacognition

TEACHER PERCEPTIONS OF STUDENTS

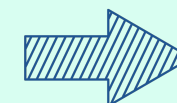


Active listening
skills



Reflection on
their learning

Evaluate & analyze
reading strategies



Increased
comprehension

Students were able to ask questions demonstrating
their ability to think about their reading strategies



[The teacher] is **more comfortable** with metacognition and how to get students to reflect on their learning. They are asking questions when they are reading with him that demonstrate whether they are inferring or making connections...[teacher] is more aware of how to teach it explicitly now and he really has slowed his teaching down

~Literacy Coach, January 18 2017





Then [the PLL] goes on to discuss teachers' feelings and reports that project teachers are **more confident** in their ability to support struggling readers by selecting **effective instructional strategies** and expecting **higher order thinking** from students and seeing **more engagement**

~Researcher Observation, May 10 2017





“Small-group instruction has value because it offers students to take a **leadership** role in their understanding and breeds greater **engagement** and **enjoyment**”

~Teacher Participant Reflection, November 23 2017





“Most students were able to **self-assess** their needs and determine which small group to join with effectiveness. Those who chose the small group guided reading practice stated that they much **prefer working in small group** with the teacher than in an independent group.”

~Teacher Participant Reflection, November 23 2017





[The coach] notes that their big **revelation** is that teachers' beliefs have shifted from seeing the students as struggling to now being **resilient**. They are now focusing on not just comprehension strategies but also **why the strategy works** and **when it works**

~Researcher Observation, May 10 2017





“The small group instruction is **invaluable** when

it comes to evaluating their reading comprehension and use of reading strategies. It is very **easy** to provide them with positive feedback and help them use a variety of strategies. I also appreciated listening to myself on the recording so I could see what line of questioning went well, where I could have improved and **determine how I need to move forward in the lesson**. Most importantly, the student I newly chose for this project really **shone** in this type of learning environment. His responses were **on point** and he was **focused** for most of the activity.”



~Teacher Participant, December 6, 2016

EDUCATIONAL IMPORTANCE

A horizontal dotted line consisting of small, light blue dots, extending across the width of the image.

COACHES

Coaches in **other school districts** might support these pedagogies

Guided Reading & Small Group Instruction are **versatile** practices

Can be integrated into **many subjects**, other than English

CROSS PANEL TEACHERS

Grades 7-10 teachers can implement as a **transitioning** pedagogy

Using an elementary pedagogy in intermediate grades may allow teachers to **target** struggling readers with practices their students are **familiar** with


Prepares students to be self-directed, metacognitively aware learners


OVERALL

This research demonstrates a **positive** impact of transferring elementary reading pedagogies into secondary school English teachers' practices to **support** the learning needs of struggling readers

Dr. Tiffany Gallagher


Brock University


 tgallagher@brocku.ca

 (905) 688-5550 x5114

Dr. Arlene Grierson

Nipissing University

 arleneg@nipissingu.ca

 (519) 752-1524 x7556