



Student Teachers of Literacy in Different Preparation Models: Does a Teacher Residency Provide an Advantage?

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Abstract

This parallel mixed methods study explored self-efficacy and competence for literacy instruction among student teachers (STs) in three models of teacher preparation, including a residency model. Qualitative interviews were conducted with STs, mentor teachers, and supervisors. Quantitative data were collected using a pre-/post-survey design using the Teachers' Sense of Efficacy for Literacy Scale (TSELS). Mentor teachers and supervisors completed a modified TSELS on STs' abilities. Data were analyzed using meta-inferences between strands. Results revealed Residency Model STs held higher levels of self-efficacy for literacy instruction. Mentor teachers and supervisors reported Residency Model STs outperformed other models.¹

Keywords: *teacher residency; literacy instruction; self-efficacy; teacher preparation; student teaching*

Introduction

A vital element in childhood teacher preparation programs is knowledge of important components of literacy instruction. Research reviews and meta-analyses in reading research (NICHD, 2000; NRC, 1998; Stanovich, 2000) identify five major components of reading: phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. In addition to reading, writing instruction is also essential at the elementary level (Spear-Swerling & Zibulsky, 2014). Research shows that explicit and systematic instruction in each of these areas is beneficial to students, particularly to those who struggle with literacy development (NICHD, 2000; Foorman et al., 2016). Research reveals gaps in teacher knowledge of the aforementioned evidence-based literacy instructional practices (Cohen, Mather, Schneider, & White, 2017; Kilpatrick, 2015; Seidenberg, 2017). Some of these gaps are traced, in part, to teacher preparation programs, where there is, perhaps, a lack of coverage of important concepts, under-equipped teacher educators, or disconnected field placements that do not link course content to opportunities to practice with pedagogy (Ciampa & Gallagher, 2018; Cunningham & Zibulsky, 2009; Spear-Swerling & Zibulsky, 2014).

In addition, research indicates the importance of effective teacher preparation for reading teachers (Kilpatrick, 2015; Moats, 2020; Joshi & Wijekumar, 2019; Washburn, Binks-Cantrell, &

¹**Abbreviations:** *RM- Residency Model, TM- Traditional Model, LCM- Learning Community Model, ST- Student teacher, Q- Quarter. Funding:* This research did not receive any specific grant from funding agencies in the public, commercial, or not-for-profit sectors.

Joshi, M., 2013). In fact, Husbye et al. (2018) state, “As teacher educators, we want to ensure that our students are able to leave our courses with the content and pedagogical knowledge to teach literacy effectively in their classrooms; as we continue to explore ways to connect knowledge to practice in school contexts, we must inquire into the pedagogies and methodologies that support those competencies” (p. 199). A body of research is unambiguous about the crucial role teachers play in providing children, especially those who struggle with learning to read, with effective reading instruction (Snow, Griffin, & Burns, 2005; Torgesen, 2005). In response to the literature on underprepared teachers, various models of teacher preparation are increasingly being explored. The strong, connected partnerships with public schools that are developed in a teacher residency model have potential to support the development of new teachers that possess strong knowledge of literacy.

Teacher Preparation Models

Teacher Residency Model

In many teacher preparation programs there is mounting effort to increase clinical practice time and foster deeper connections between coursework and clinical practice. Teacher residencies are one way in which this can occur (AACTE, 2018). These residencies are an immersion model of teacher preparation which affords the pre-service teachers with opportunities to engage for one school year in a K-12 experience and complete integrated academic coursework. Residents work with “mentor teachers” who have a deeper, more connected role in guiding residents than the traditional “cooperating teacher.” Mentors also engage in professional development connected to supporting the residency (ESSA, 2015-2016). Traditional models of teacher preparation have been criticized for not sufficiently preparing pre-service teachers for the complex task of teaching (Alter & Naiditch, 2012; Peercy & Troyan, 2017). Today’s classrooms are diverse learning spaces with a wide range of student strengths and needs which require teachers who are well-trained to provide instruction and support (Aceves, & Orosco, 2014; Cochran-Smith & Villegas, 2014). New teaching conditions require new ways of thinking about what it means to student teach, be a mentor teacher, share teaching, participate in a mentoring relationship, collect data for instructional decision making, be a student teaching supervisor, structure university literacy coursework, and most importantly focus on student (P-12) learning (Berry, Montgomery & Snyder, 2008; Burns & Badiali, 2016; Burns, Jacobs, & Yendol-Hoppey, 2016). For STs to understand the complexities of instruction, including literacy instruction, a paradigm shift in teacher preparation may be required (Alter & Naiditch, 2012).

This paradigm shift could be met through a teacher residency model (RM), where teachers are trained more like doctors through an immersion experience, with experts consulting and supervising decision making (Gatti, 2016; Guha, Hyler, & Darling-Hammond, 2007). The development of residents occurs over time. Residents take courses concurrently with the enactment of practice. They begin the school year by participating in district professional development and immersing in the school culture and classroom set up before students arrive. There is opportunity for a gradual transition to teaching through extensive mentoring and modeling (Leon, 2014). There is opportunity for planning, teaching and delivery of content alongside an experienced mentor. The richness of blended learning through differentiated instruction is commonplace in classrooms with residents because a consistent, invested candidate is eager to implement theory into practice. Res-

idents and mentors are supported by university faculty and supervisors for professional development and the linking of theory to practice (Berry, Montgomery & Snyder, 2008; National Center for Teacher Residencies, 2020). University faculty have opportunities to clarify and communicate with the mentors and residents to ensure common goals of student learning are achieved.

Learning Community Model

The Learning Community Model (LCM) is a clinically rich experience with a field placement in a Professional Development School (PDS). There has been a movement in teacher preparation in response to the Clinical Practice Commission (AACTE, 2018) to explore more clinically rich options for preparation, one being connected work with a PDS. The LCM provides pre-service teachers opportunities to experience coursework and field experiences simultaneously and with intentional connections between research and theory with onsite coursework (Parker, Groth, & Byers, 2019). Pre-service teachers in the LCM have the opportunity to apply university-based coursework to school-based practices (Hammerness & Kennedy, 2018; Koerner, Rust, & Baumgartner, 2002). Darling-Hammond (2014) contends that time and quality are essential aspects of clinical experiences; therefore “the most powerful programs require students to spend extensive time in the field, examining and applying the concepts and strategies they are simultaneously learning about in their courses alongside teachers who can show them how to teach in ways that are responsive to learners” (p. 551).

Traditional Student Teaching Model

In traditional models of teacher preparation (TM), the student teacher gradually assumes instructional responsibilities over the course of a prescribed time-period while being evaluated by the mentor (Fraser & Watson, 2014; Garza & Werner, 2014). Teacher candidates have varied lengths of time in their student teaching experience, but historically have engaged in “a period of a few weeks to several months spent observing and then taking responsibility for leading a classroom under supervision” (Fraser & Watson, 2014, p. 1). In this model, the student teacher, “exchanges places with the cooperating teacher who then exits to the staffroom” (Clarke, Triggs, & Nielsen, 2014, p. 8). This environment fosters a hurried transition to teaching, often prior to candidates understanding the assets and learning needs of the students (Wasburn-Moses, 2017). Due to time constraints, there is often limited mentoring and modeling enacted by the mentor before the candidate is required to teach independently (Hoffman, et al., 2015). Planning and delivery is typically done mostly by the student teacher (ST) with limited support or supervision (Guise, Habib, Thiessen, & Robbins, 2017). STs are typically finished with their university courses before student teaching and have limited interactions with course professors during the student teaching experience. In this traditional model, teaching theory is presented before practice.

In traditional teacher preparation models, professional development around mentoring candidates is limited for mentors. Mentors participate in district or building mandates for professional development, but there is limited room for sharing of knowledge around program goals, structures and requirements (Hoffman, et al., 2015). Communication between mentors, supervisors and STs is limited due to time constraints and limited opportunity to establish collaborative relationships. Both mentors and candidates may have little time to reflect during the placement (Hoffman, et al., 2015). Within this model, the ST is sometimes placed in a sink-or-swim experience that could

defeat developing teaching competence and confidence that novice teachers need to move toward proficiency (Tschannen-Moran, Hoy & Hoy, 1998).

Literacy Instruction and Self Efficacy

Since the literature emphasizes that content knowledge of how to teach literacy effectively is essential, exploration of how that knowledge is fostered is needed. A key interaction exists between pre-service teacher ability to effectively teach literacy and their beliefs or self-efficacy about literacy instruction (Barr, Eslami, Joshi, Slattery Jr., & Hammer, 2016; Knoblauch & Woolfolk Hoy, 2008). Self-efficacy is an assessment of an individual's belief of one's capabilities to attain a desired level of performance in a given endeavor (Bandura, 1997). In this case, the focus of beliefs is on one's ability to teach literacy. Often when STs possess a strong sense of self-efficacy in literacy instruction, they are more fortuitous in their efforts to help children learn (Reynolds, et al., 2016). It is important to understand that self-efficacy is a self-perception of ability, rather than actual competence. This is an important distinction because individuals could under or overestimate their ability, but the self-perception of their ability still results in more or less effective teaching (Tschannen-Moran, Hoy, & Hoy, 1998).

The self-efficacy beliefs of teachers in teaching literacy are foundational to their developing skills to teach literacy effectively (Linnenbrink & Pintrich, 2010). The RAND (1976) studies fostered interest in examining teacher self-efficacy beliefs, and over the last several decades, teacher self-efficacy has proven to be an important construct relating to teacher behaviors, teacher motivation, and ultimately student outcomes (Knoblauch & Woolfolk Hoy, 2008; Reynolds, et al., 2016; Tschannen-Moran & Johnson, 2011). Mentor teacher quality and interaction with STs has been shown to affect the development of ST self-efficacy (Knoblauch & Woolfolk Hoy, 2008).

Tschannen-Moran & Johnson (2011) examined self-efficacy beliefs of teachers in literacy instruction using the Teacher Self Efficacy of Literacy Instruction (TSELS) instrument for data collection. The results of their work indicated that future research exploring specific dimensions of university teacher preparation leading to higher levels of self-efficacy in literacy instruction is needed (Tschannen-Moran & Johnson, 2011). More recently, Ciampa & Gallagher (2018) used the TSELI, a more recent version of the TSELS, to explore pre-service teacher self-efficacy in literacy instruction before and after a literacy methods course in two North American universities. They recommend that further studies should explore self-efficacy with a field observation measure. Kyungsim & Szabo (2011) found that STs in a yearlong student teaching experience had increased levels of self-efficacy for teaching reading, but these measures were not compared to actual outcomes of effective literacy practices.

Literature Gap

Within the literature around teacher residencies, there is a dearth of studies examining how residents engage in literacy instruction. The International Literacy Association and National Council of Teachers of English (2017) stress the need for a research focus on how pre-service teachers are prepared for teaching literacy, both in program design and collaboration among various stakeholders. Ciampa and Gallagher (2018) call for studies that explore self-efficacy with a field observation measure. Our study responds with examination of how models of teacher preparation may affect the development of self-efficacy and ability for effective literacy instruction.

Methods

This mixed methods exploratory study reports on phase one of a two-phase study examining how ST self-efficacy in literacy instruction varies in different teacher preparation models. Observer perspectives measuring competence from mentors and supervisors were also used to determine differences between ST perceptions and observer perspectives.

Research Questions

- 1) Do STs in the Residency Model (RM), Learning Community Model (LCM) or Traditional Model (TM) feel most prepared to teach literacy at the end of their student teaching experience?
- 2) How do STs' perceptions about their ability to teach literacy change across the student teaching quarter when participating in different teacher preparation models?
- 3) What alignment exists among mentor teacher, supervisor, and ST perceptions of STs' ability to teach literacy?

Study Design

This study uses a convergent, parallel mixed methods design (Creswell & Plano Clark, 2018; Teddlie & Tashakkori, 2009) examining three different teacher preparation models. Qualitative and quantitative data were concurrently collected and analyzed. The qualitative portion was the dominant methodology employed; the quantitative portion played a secondary role. This design was selected to more deeply understand the full spectrum of issues by integrating qualitative and quantitative data related to the different models of student teaching and self-efficacy in literacy instruction to demonstrate convergence or divergence of data around the research problem (Creswell & Plano Clark, 2011). Methodological triangulation was used to combine and compare multiple data sources and multiple methods to study the research problem (Teddlie & Tashakkori, 2009).

Three Conditions

Traditional Model

In the TM, undergraduate pre-service teachers began their senior year in a practicum setting spending 1½ days a week in a Fall practicum and continued with the same mentor for quarter (Q) 3 of student teaching (7 weeks). These pre-service teachers were initially placed in rural contexts with a professor as liaison to the field placements during the practicum. The study data is from the final quarter of student teaching in a new context with a seven-week experience and new mentor teacher.

Learning Community Model

Undergraduate pre-service teachers in the LCM participated in a clinically-rich and flexible experience. They began a practicum with their mentor teachers in the second semester of their junior year spending 2-4 days a week in the classroom. Pre-service teachers were encouraged to

spend as much time as possible in the schools. During their senior year, pre-service teachers continued with the same mentor 3-5 days a week for practicum, and Q3 of a seven-week student teaching placement. The group was a cohort, and coursework was completed onsite in the schools. The schools were Professional Development Schools and there was intentional collaboration between the university and the schools. The study data is for the Q4 student teaching placement, in which the pre-service teachers are with a new mentor teacher in a new urban school context.

Residency Model

In the residency model, pre-service teachers were immersed five days a week in urban placements during Fall and Spring semesters. Each semester the residents moved to a different grade level and school. Coursework was concurrently completed in a cohort model with innovative instructional practices and designs. The pre-service teachers participated in school based professional development at the beginning of the school year with mentors and remained in the same placement for the entire semester. The pre-service teachers in the RM were seeking initial certification in Childhood Education, but were at the graduate level. The candidates held a bachelor's degree in another field and were novice to childhood pedagogy. The study data is from the final quarter of their residency.

Setting/Participants

Participants for this study include: pre-service teachers ($N=29$), mentors ($N=21$), supervisors ($N=7$). Pre-service teachers seeking initial certification in Childhood Education (Elementary) from the same institution were enrolled in their final student teaching placement. The STs were from three student teaching models, a traditional model ($N=11$), a learning community model ($N=7$), and a residency model ($N=11$) based on course sections. Students in the traditional and learning community model were undergraduates. Students in the residency model were graduate students.

Table 1.0

Comparison of Condition Features: TM, LCM, RM

	TM	LCM	RM
Practicum Time Fall 2017	2 x a week	3-5 days a week	5 days a week merging with ST
Practicum Mentor (Q2) Same as Q3 ST Mentor?	Yes	Yes	No
Q3 Mentor Same as Q4 Mentor	No	No	Yes
ST Time	Two 7-week placements	Two 7-week placements	Two 16-week placements

Supervision	University Supervisor	University Supervisor	University Supervisor
Coursework	Completed Prior ST; campus	Completed Prior ST; onsite	Integrated during ST
Mentoring	Mixed, no PD	Intentional with PD	Intentional with PD and Funded
University Faculty Visiting Schools	No	Yes	Yes
School/ University Partnership	Local Schools	PDS Schools	Strong Partnerships
Cohort Model	No	Yes	Yes
Funding for Mentors	\$200	\$200	\$1,400
Funding for STs	No	No	Yes

Data Collection

All data were collected across the final quarter of student teaching in Spring 2018. Twenty-nine qualitative semi-structured interviews were conducted to gain perspectives from STs ($n=13$), mentor teachers ($n=6$), and supervisors ($n=7$), to provide insight into the self-efficacy and literacy instructional practices of the STs in each model. Purposive sampling was used to select the mentor teachers and student teaching supervisors that were connected to the STs whom were randomly selected (Lavrakas, 2008). Concurrently, quantitative data were collected from all STs, mentor teachers, and supervisors using a pre-/post-test design from STs with the TSELS (Johnson & Tschannen-Moran, 2003). To triangulate STs' perspectives, mentors and supervisors completed a modified TSELS on STs' ability to apply effective literacy instructional elements.

Quantitative Data Sources

Student Teaching TSELS. The quantitative instrument selected to determine ST self-efficacy in teaching literacy was the *Teachers' Sense of Efficacy for Literacy Instruction Scale* (TSELS) (Johnson & Tschannen-Moran, 2003). The TSELS was developed to understand the self-efficacy of teachers to teach various elements of literacy (Shaw, Dvorak & Bates, 2007). The reliability of the TSELS instrument produced an overall alpha coefficient of 0.96. A reliability analysis of the subscale, sense of efficacy for integrating the language arts, produced an alpha coefficient of 0.96.

TSELS uses a Likert scale on a continuum from 1-9 with a score of "one" labeled "None at All," through a score of "nine" indicating "A Great Deal." There were 22 questions about various aspects of literacy instruction. Questions examined perceptions of STs in their ability to use

literacy assessment, feedback, motivation, differentiated instruction, reading skills and literacy strategies (see Appendix A). STs completed a TSELS at the onset and conclusion of the seven-week experience, along with a general demographic survey.

Mentor/Supervisor Modified TSELS. Mentors and supervisors completed an electronic, modified TSELS at the conclusion of the semester. Questions were formatted to focus on the abilities of STs to implement the literacy instructional practices. The TSELS was modified to gain the perspectives of observers (mentors and supervisors) regarding abilities of STs by slightly altering the wording of the probes, e.g. “To what extent can *the student teacher...*” As previously stated, measures of ability for teaching are interconnected with beliefs about competence for instruction (Korthagen, 2004; Poom-Valickis, 2013).

Qualitative Data Sources

A semi-structured interview approach was employed (Bogden & Biklen, 2007). Beginning in the 6th week of student teaching through four weeks after student teaching ended, STs, mentors, and supervisors were each asked broadly about literacy instruction and the model of student teaching as they experienced it. Four of five randomly selected STs from each condition participated in qualitative interviews. Eleven mentors and six supervisors who were purposively matched with the interviewed STs were also interviewed, bearing perspectives across all three models of student teaching. Sample questions include: “Tell me about your decision-making process for literacy instruction?” and “Tell me about the successes and challenges you have faced in teaching literacy to your students.” Additionally, mentor and supervisor interviewees were asked about the ST’s preparedness for the role of literacy teacher. Subsequent probes were asked based on the participants’ responses to delve further into the content of the conversation.

Data Analysis

The qualitative analysis was an inductive and creative synthesis (Patton, 2002) that led to themes and development of theory, which was grounded in data that developed a deeper understanding of self-efficacy and competence in literacy instruction related to various models of teacher preparation (Charmaz, 2000, 2005; Patton, 2002). Using NVivo 12, the constant comparative method (Glaser & Strauss, 1967) was utilized to compare incidents using the unitizing process, by dividing narrative data into its smallest meaningful units then comparing them to form categories (Lincoln & Guba, 1985; Teddlie & Tashakkori, 2009). Consensus was reached between the researchers after they independently coded the transcriptions of the interviews and collaboratively determined themes.

Quantitative analysis was conducted using descriptive statistics, ANOVA, and post hoc tests in SPSS 25 (Coe, 2002). Although the two sets of qualitative and quantitative data were analyzed independently, they were linked with meta-inferences utilizing strategies of discussion and matrix through integration to examine convergent and divergent results (Plano Clark, Garrett, & Leslie-Pelkey, 2009; Teddlie & Tashakkori, 2009). Discussions were merged through presenting results from quantitative data with an immediate comparison of the qualitative findings connected to quotes or themes that developed.

Results and Discussion

The results were organized around each research question. Quantitative and qualitative data were examined separately for each question, then we determined if there was convergence or divergence between strands (Creswell & Plano Clark, 2018).

Question 1

Do STs in the Residency Model (RM), Learning Community Model (LCM) or Traditional Model (TM) feel most prepared to teach literacy at the end of their student teaching experience?

Quantitative Results

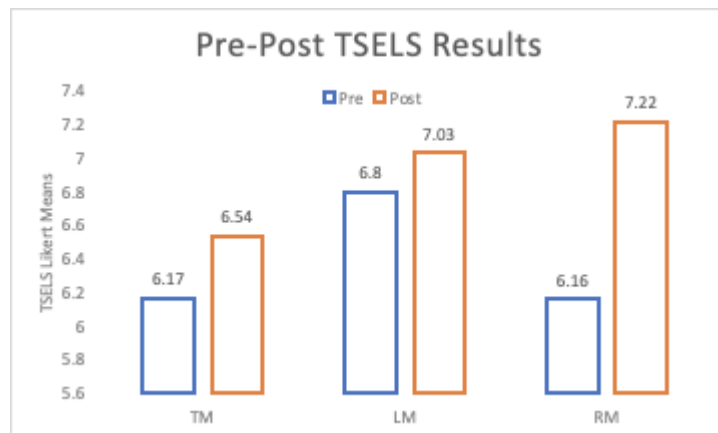
Initially, a One-Way ANOVA was conducted on the Pre-Q 4 TSELS data to determine if there were significant differences between groups. No significant differences were found between groups in Pre-Q4 analysis, $F(2,26) = .771, p = .473$. The descriptive statistics display Pre/Post-Questionnaire data, Pre- ($M=6.30, SE = .18, SD = .96$); Post- ($M=6.97, SE = .19, SD = .99$), demonstrating an increase in the mean over Q4 for the collective group of STs.

Question #1 was quantitatively explored through descriptive statistics with a mean comparison across conditions based on data from the 22-question TSELS instrument (Johnson & Tschannen-Moran, 2003); (RM ($N=11, M=7.25, SD=.86$); LCM ($N=7, M=7.03, SD=.88$); TM ($N=11, M=6.54, SD=1.23$)). The data display that STs' perceptions about their ability to teach literacy increased across Q4 in all three conditions. RM candidates expressed the greatest self-efficacy in their literacy instruction in Q4 (See Figure 1.0).

Qualitative Results

Qualitative data also indicated that STs in the RM felt most prepared to teach literacy, followed by the LCM and TM. Perspectives for these other models were mixed, but RM STs reported higher

Figure 1.0
Pre-Post Test TSELS Likert Means



levels of self-efficacy. For example, one RM student said “[I] feel comfortable being my own teacher knowing that I can make my own decisions without a host teacher by my side.” Another discussed her ability to work with students of varying needs. She said, “I was more confident in what I could teach them based on what I knew already and then based on the resources that I have here.” Conversations with RMs showed increases in their abilities to think critically about literacy instruction and differentiation.

STs prepared in this model reported close observation of students’ literacy learning through examining formative data and making critical decisions for instruction. For example, one resident commented, “I made notes so that I could remember who was having problems with what, and that way, if they were still continuing to have those problems, I could go back to it the next day and make sure that it was focused on again for the student.” Another RM ST discussed her planning for intervention, stating, “I then pull those kids more for intervention so I can target those specific skills.” Another resident discussing her views on literacy instruction explained, “I believe that the teaching needs to be very explicit but I also believe they need the time to practice it at that block of time...[when that] opportunity is not there, I don’t think they can improve.”

Although students in the RM reported higher levels of self-efficacy for teaching literacy, they also reported the need for continued experience in teaching literacy as well. In discussing a student with possible dyslexia, one ST said, “I still feel like there’s so much confusion when it comes to struggling readers that I don’t know.”

Question 2

How do STs' perceptions about their ability to teach literacy change across the student teaching quarter when participating in different teacher preparation models?

Quantitative Results

Quantitative data for Question #2 displayed that the RM had the greatest increase in self-efficacy for literacy instruction, RM ($N=11$, $M= 1.12$, $SD= .86$); TM ($N=11$, $M= .44$, $SD= 1.10$); LCM ($N=7$, $M= .32$, $SD= .70$). Due to the small sample sizes in each condition, a Wilcoxon matched pairs signed rank test was conducted to examine the median difference between the conditions and the change score. There was significance, $r = -.351$; $p = .014$; Eta squared = .144 with a moderate effect size (See Figure 1.2).

Figure 1. 1

Results of Wilcoxon Matched Pair Signed Rank Test



Qualitative Results

Residency Model. Qualitative data confirmed that RM students had the highest self-efficacy for teaching literacy at the end of student teaching as well as the greatest increase in their perceptions about their abilities to teach literacy over the course of the student teaching quarter. One student discussed how initially she was “nervous” and felt “inferior” to her mentor teacher, but as the residency continued, her confidence increased substantially. She said, “I feel great about it, and I wouldn’t have felt that way if I didn’t have 15 weeks last semester too.” Another RM ST shared:

This semester I feel that I’m much better prepared than I was last semester...I think that things go a lot smoother...We are able to get through a lesson, ask questions and go back and forth on things a lot smoother now than when we were in the first part of the semester and I think it’s more because I know which questions to ask when it comes to ELA, where I wasn’t really sure at the beginning of the semester because I hadn’t really had that experience.

Our qualitative analysis allowed us to ascertain why these quantitative results occurred. When speaking on this topic, RM STs discussed the support and preparation they were provided related to their success. One RM ST stated, “Usually the special education teacher and I collaborate and figure out what needs to be done next for the group.” An additional RM ST described school supports that were readily available for her growth, “I feel that it’s not just one person I can go to about my questions and concerns. I’m not just left alone. I feel like part of the community...” In keeping with the trend of support and collaboration, another RM ST shared, “Sometimes there are situations that come up, and I’m not really a hundred percent sure, so that’s when I go to the special ed. teachers and my cooperating teacher, and I [ask] what would you do?”

STs in the RM also attributed their confidence to the amount of time they had to develop their literacy teaching skills in the classroom, which was substantially more than the other models. One student said, “It’s really nice with the residency program that I had another ten to eleven weeks to really feel comfortable being my own teacher.” Another student explained:

I don’t think I could have gotten as far as I got or have a relationship with the kids if I wasn’t in the building from the beginning...You almost have to do the residency because you want the kids to know you, you want to build that sense of community with the staff, and get to know the logistics of what’s going on in the school.

Traditional Model. The STs in the TM reported the second highest level of change in their self-efficacy for literacy instruction, though they were far behind the RM STs. These STs described growing; however, their responses displayed that they weren’t as confident in their ability to teach literacy as the RM STs, and they were less likely to offer specific information about their growth. For example, when asked about how her field experience helped her plan and teach literacy one TM ST replied, “I feel like the practicum did help; however, I do believe the student teaching helped a little bit more.” She also stated, “Seven weeks is not long enough.” The finding that STs need greater time for self-efficacy to develop is consistent with other studies (Dorel, Kearney, & Garza, 2016). Another student responded, “I’m definitely getting better at projecting to a larger crowd, [and]... can attempt to target all of the students.” Their more general comments reflect that

the TM STs were still in the fledgling stages of a growth continuum. Words such as “a little bit,” “getting better,” and “can attempt” are not indicative of the stronger levels of self-efficacy demonstrated by the RM STs.

It is important to note that one of the TM STs did feel confident to teach literacy. She said, “I feel like I have enough resources to handle my own classroom and even people to reach out to. I could reach out to my cooperating teacher right now, two years down the line and say ‘I need help.’” This, however, was an exception to the trend.

The majority of STs in the TM reported having less support from mentors than those in the RM. In fact, according to the STs, mentors in this model appeared to take a different approach to mentoring: one of a sink-or-swim approach. For example, one ST explained, “I was kind of ... forced to jump in but it was kinda like he really just told me he was throwing me to the wolves, and he was letting me figure it out, and I’m not gonna lie it was really rough the first week. I was stressed out.” Another said, “just being thrown into a classroom is, like, I was just really anxious and, like, nervous all the time.” One mentor shared, “What I would do is I would sit at my computer desk or I would sit at my teacher desk, and I would just write down notes and I would just, you know, say, ‘here, read these real quick, and then we’ll talk about it as we are walking the kids to gym class.’ Cause that’s really the only time we have.” According to Knoblauch & Woolfolk Hoy (2008), supportive, verbally engaging and encouraging mentor teachers are essential in the development of STs’ self-efficacy. If the STs are not supported, it is reasonable to conclude that those benefits will be less likely to be observed.

Students in this model also reported fewer opportunities to work with students with higher levels of need in literacy as well or teach literacy at all. For example, one student stated, “I would have liked to have seen Tier 2 or Tier 3 instruction...to see what type of activities they’re doing to bring kids up to level.”

Learning Community Model. The STs in the LCM, reported the least growth when compared to the other models during Q4. This may have been due to a ceiling effect (Fields, 2018) since the previously reported self-efficacy was rated relatively high at the onset of Q4. It seems the primary growth occurred for the LCM STs during the semesters prior to Q4. When asked about their learning experiences, they often spoke of the benefits of the learning community. A LCM ST commented, “[The LCM] was all worth it, because it made me better... I’m pretty knowledgeable.” Another LCM ST provided additional evidence with her comments, “I feel like it was definitely worth it because block three I went four days a week when I really didn’t have to, but I wanted to ...I feel like the [learning] community prepared me for student teaching more than most other people.”

According to both the STs the change from Q3 to Q4 in the level of support they received from professors and mentors was noteworthy. STs reported having substantial support within the LCM setting, but once they began Q4, the reduced support left some STs feeling underprepared and less confident in their abilities to teach literacy. For example, one student said, “So it was really, well, it was definitely a challenge. I really appreciated the [learning community] program, it was awesome, but I feel like it was kind of a disadvantage just because I got so used to my teacher and the fifth grade...”

Another ST taking part in the LCM stated that there were many positives about the depth of the program in terms of learning to teach literacy during the practicum blocks, yet there was difficulty related to the switching of placements in Q4.

There are definitely more positives than negatives to that program and especially in terms of literacy. I was able to see the curriculum, I was able to read with the kids from the first day from block two and really because in first grade it really is a literacy base ...but then, like I said, the downfall is coming here, like it was a different world, it really was.

The LCM STs shared perspectives of extensive support within the learning community. However, when they left for Q4, they expressed a reduced sense of confidence in their ability to teach literacy. Growth appeared to level off once LCM STs left the support structure of the learning community and moved into a more TM, with a separate seven-week, disconnected placement. At the end of Q4, some LCM STs reported feeling better equipped in their abilities to teach literacy, while others' reported diminished confidence after their Q4 experience as the following interactions demonstrate:

Interviewer: How did you feel coming out of the [learning community] experience with being equipped to teach compared to how you feel now?

LCM ST: I would say I felt more equipped to teach then than I do now, honestly.

Some LCM STs did feel as though their Q4 experiences were helpful for their growth, however. For example, one ST shared the following,

I definitely think that it made me grow because I was able to see an older grade. I was at first [grade] for block two/three of my first courses in teaching. So it was definitely, like, a big change, that was the only downfall at being at [LCM], I didn't get to see anything else...Then I came here, obviously and it was almost like a breath of fresh air. And the way I really liked the older grades and the older kids...And I definitely did feel support all throughout Q4, everybody shares and are friendly, welcoming of me.

Both quantitative and qualitative data suggest that the STs in the RM far outpace the perceived growth in the other two conditions. There was convergence between the data from the two research strands in the TM and LCM as well, especially in terms of the lack of growth in Q4 for STs in the LCM. There was a minimal change score in the quantitative data in the LCM, and the qualitative trends spoke to minimal growth in Q4, with the most growth occurring during the learning community experience in previous semesters (See Figure 2).

Question 3

What alignment exists among mentor teacher, supervisor, and ST perceptions of STs' ability to teach literacy?

Quantitative Results

Quantitative data for this question displayed that when perspectives from all STs, all mentors, and all supervisors were considered, there was alignment between the perspectives of the STs and mentors, but the supervisors held significantly different perceptions. Quantitative data was explored through a Means comparison between groups, STs ($N=34$, $M= 7.06$, $SD= 1.19$); Mentors ($N=20$, $M= 6.89$, $SD= 1.32$); Supervisors ($N=29$, $M=5.98$, $SD= 1.17$). An ANOVA was conducted

on the main effect of role and demonstrated a statistically significant difference between groups, $F(2,82) = 6.78, p = .002$, effect size Cohen's $d, 0.83$, Large. Using Gabriel's post hoc examination, the supervisor group was significantly lower than the ST and mentor groups.

Qualitative Results

Alignment between Student Teachers and Mentors. The qualitative data provided confirmatory evidence that there was alignment between the perspectives of the STs and mentors, in most cases (i.e., when the STs expressed preparedness, or disconnected relationships, the mentor teachers most often confirmed those perceptions during their interviews). For example, when interviewed separately, the mentor and the LCM ST shared the same feelings about the LCM ST's ability to teach in fourth grade:

Interviewer: How are you making decisions about what to do to help [students]? How equipped or ill-equipped do you feel to teach literacy?

LCM ST: I guess not extremely equipped, which is why I want to look into getting my Masters in [literacy]. (LCM ST Interaction)

Interviewer: Exactly how do you see the ST growing in her ability to teach literacy?

Mentor: I will say this. She was very confident in lower grades. She had no confidence or very little when it came to fourth grade. We had to do a lot of planning and instruction ahead of time and practicing to get her to the point where she could take over because she was not comfortable with the fourth grade. (Mentor Interaction)

Below is another shared perspective between a RM ST and her mentor about the ST's ability to differentiate literacy instruction during reading groups:

RM ST: I got more into differentiating instruction with [my mentor teacher] in the groups... seeing a lot of what I have to do as far as the lessons and my approach with these kids and what I have to put into planning their lessons because it has to be different, and I have to do follow up.

RM Mentor: She (resident) would, even before she took over groups, would dive right in and she would see a student that was struggling while I'm working with somebody else. She was able to break down the questions, "Why are you thinking that?" She knew how to scaffold it together. (Residency Interaction)

In the RM there was a pattern of mentors reporting that the STs were able to use data to differentiate instruction, which aligned with the RM STs' views of themselves. According to the mentors and RM STs, much of the literacy instruction occurred in the context of a small group based on student data.

Differing Perspectives of Supervisors. Overall, there was less alignment between the perspectives of the supervisors when compared to the mentors and STs. When discussing the above Residency Model Interaction, the RM supervisor reported very different information about the group's ability to differentiate, stating, "But things like differentiating, the ones at [RM] ...had no clue what differentiating was. Had no clue what lesson plans were, assessments were. They knew what assessment was but [not] how to apply it."

As the above quotes demonstrate, this supervisor's perspective did not align with previously discussed mentor and RM ST perspectives, and this was a pattern that showed up often in the qualitative data. One of the reasons for this could be that the supervisors did not have the opportunity to observe much literacy instruction. Some reported only observing one literacy lesson. Another reason for the lack of alignment could be that some supervisors demonstrated a different knowledge base for literacy than what was expected in coursework, thus possibly resulting in a lower scoring of TSELS items. For example, one supervisor was asked if any of the STs were teaching students how to use comprehension strategies. The supervisor responded, "As far as...? Give me an example." Not only was this lack of knowledge out of alignment with the teachings of the university, it was insufficient to support knowledge around teacher certification requirements. This finding is in alignment with the findings of other studies (Burns & Badiali, 2016; Cochran-Smith & Zeichner, 2005) that found, "supervisors may lack a strong supervision knowledge base and skill set in supervision and teacher education" (Burns, Jacobs, & Yendol-Hoppey, 2016). Burns et al. (2016) also suggest that supervisors need the "knowledge, skills, and dispositions" to provide support to STs.

Mentor views of literacy teaching ability in RM. In discussions with mentors, patterns arose around the literacy teaching ability of STs in two of the conditions (TM and RM). RM mentors held positive views about the preparedness of RM STs to teach literacy. One said:

The second [resident], she was amazing. Teacher-wise it was amazing the things she would come up with and the ideas that she did share were really, really good. The first one, this was new to her so she would learn, and we would give a suggestion, and she did exactly what you want a ST to do, which was amazing. You could see the growth all the way around.

Another mentor explained:

I could give them some feedback...with any feedback I gave them, it was a pretty immediate turn around, and they would apply it. Even if the students had five minutes to do a partner work or small group work, she would come back and do a quick check in with me, tweak it, and "say this instead or something," and immediately would go back and do that. Both of my residents have done that.

Mentors in the RM viewed STs more as equals than those in the other models. For example, one mentor referred to the resident as her "residency partner" that she was able to parallel teach with for small group instruction. The mentor further commented, "we have co-taught when we taught ELA and social studies together. I've done more co-teaching with my resident."

Mentor views of literacy teaching ability in TM. In contrast, TM mentors spoke in a manner that suggested their STs were in earlier stages of development in regard to their ability to teach literacy. They are definitively referred to as "students," as the following interaction depicts:

Interviewer: Did you feel as though she was someone that you could kind of co-teach with or did you feel more like she's definitely a student here?

TM Mentor: She's definitely a student here.

This is noteworthy when juxtaposed to the RM, where the mentors described the residents as active, reflective, co-educators, albeit, still learning. Furthermore, when asked about the influence the TM ST had on literacy instruction in the class, one mentor stated, “I haven't really noticed that it influences how we instruct in terms of literacy.” She went on to say that the ST didn't have any gaps in her literacy knowledge, but her presence in the classroom did not lead to the same types of changes and student growth seen in the RM condition. Another TM mentor discussed her ST's lack of readiness to teach:

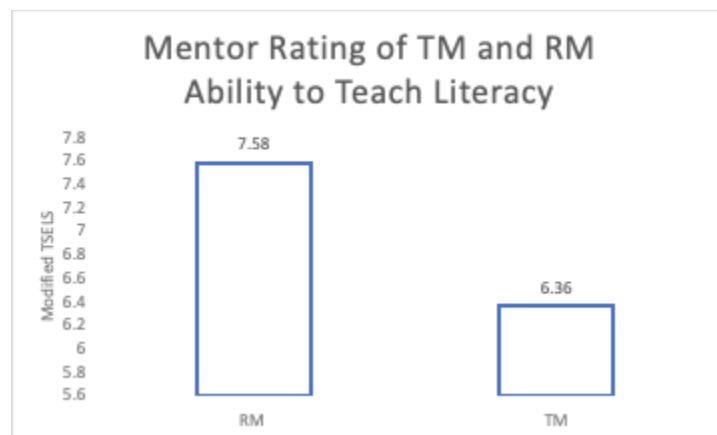
I was really pushing for her to look at a teaching assistant job first... Then you don't have the force on your back of having to write lesson plans and things like that. So I talked about that a little bit with her because, personally, I don't see her walking into a classroom. It wasn't, it wasn't bad, but it wasn't stellar.

Additional Quantitative Finding

In this mixed methods study, the qualitative pattern of the elevated RM STs ability to teach literacy caused us to further explore the quantitative data. While the modified TSELS response for the LCM Mentors was low (therefore not reported here), the data for the other two models produced interesting information, RM ($N=10$, $M = 7.58$, $SD = .32$), TM ($N=8$, $M = 6.36$, $SD = .53$). Mentors in the RM rated the STs with a higher ability to teach literacy, according to observational data from the modified TSELS (See Figure 1.2).

Figure 1. 2

Mentor Rating of TM and RM Ability to Teach Literacy



Conclusions

The intensive nature of the Residency Model and the Learning Community Model fostered a context that developed more confident and knowledgeable literacy teachers. The highly effective support structures and increased time, compared to the Traditional Model, may have provided greater opportunity for student teachers to grow. This finding is in alignment with the perspective that a paradigm shift in teacher preparation is necessary to sufficiently prepare pre-service teachers

(AACTE, 2018; Darling-Hammond & Oakes, 2019; Peercy & Troyan, 2017) and that traditional models are less effective (Peercy & Troyan, 2017).

In this study, the RM was the superior context for the development of STs' self-efficacy for teaching literacy. Mentor teachers rated RM STs higher for literacy teaching abilities than STs in the other models. The amount of time that RM STs had in their placements allowed for an increased depth and breadth of opportunity to develop their abilities than would have been possible in a seven-week experience (TM). STs in the RM had broad opportunities to administer assessments, examine student data, provide explicit instruction based on the data, teach whole and small group lessons, and participate in and contribute to building data meetings. STs in the RM spoke with understanding about school structures of support (e.g, collaboration with specialists within school teams), professional development, and community involvement in a way that suggested readiness to engage in school systems. In contrast, the reports of mentors and STs in the TM revealed that STs focused mainly on planning and implementing their lessons.

This study provides further support for the importance of the mentor role around the development of STs' literacy instruction (Clarke, Triggs & Nielsen, 2014), but uncovered beneficial practices specific to literacy. In the TM, STs and mentors more often spoke about a sink-or-swim perspective to their student teaching placements when compared with the other two models. In contrast, STs in the RM more often discussed a collaborative approach from their mentor teachers with an eye toward growth and independence. Mentors in the RM often made use of apprentice type co-teaching, common planning, in-depth conversations that foster reflection, and intentional plans for improvement that were collaboratively developed between mentors and STs. Mentors in the RM were invested in the mentoring process and acknowledged STs as co-educators that were still learning. This finding is in line with other studies showing the benefits of residency programs' in-depth, collaborative, and supportive approaches (Darling-Hammond & Oakes, 2019).

The mentoring structure of the LCM model allowed for STs in this condition to develop similar ultimate self-efficacy for literacy instruction as the RM. The LCM appears to be a good model for teacher preparation in terms of literacy instruction. However, at Q4, STs in this model left the LCM to complete an isolated student teaching experience, identical to the TM. This shift may be the reason why the LCM had slower growth in Q4 and were often rated below the RM STs. Further, although mentor and faculty support appears to be beneficial, there was evidence to suggest that there may have been too much support in the LCM condition. Although mentors took a lot of ownership, they were more protective of their STs and reticent to release responsibility to STs when the time came.

Based on these findings, the mentoring of STs to teach literacy should include rich and varied opportunities to assess students, examine data, and design data driven instruction, as well as opportunities for frequent collaborative dialogue with mentor teachers about student literacy learning needs and evidence-based approaches to instruction. The sink-or-swim approach to mentoring is not effective. In addition, mentors must not only provide the above opportunities and support, but also a gradual release of responsibility (Pearson & Gallagher, 1983) toward independence in teaching. Too much support, without a focused trajectory toward release, undermines STs' development of skills and sense of self-efficacy. A Residency Model is conducive to providing these experiences due to the extended time and relationships developed in these settings. The LCM had this potential as well, as it shared many of these aspects, but due to the issues described, it was outperformed by the RM.

This study also provides preliminary evidence that a mismatch of perspectives between supervisors and institutional philosophies can be problematic. Institutions may want to consider

this when hiring and training supervisors. Alignment of perspectives between evaluative stakeholders may be more conducive to growth for student teachers.

Limitations and Future Research

The results of this study are important, however, like all studies, there are limitations to consider. This study was conducted at one university with a pilot teacher residency program.

In the TM, all student teachers were undergraduate and in the RM all were graduate. An analysis was conducted to ensure parity between groups finding no difference in the variables. While there may be differences between the perspectives of graduate and undergraduate students, the measures used in this study do not appear to be sensitive to those differences.

Additionally, two of the researchers were professors of literacy coursework in the programs, we do not consider this a conflict of interest, as this is common practice in educational research.

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Appendix A : Demographic Survey and TSELS (Johnson & Tschannen-Moran, 2003)

Survey for the Literacy Classroom: Teachers and Pre-service Teachers

1. Which describes you? (Please select and describe all that apply)

- a. Teacher resident: ___ undergraduate ___ graduate
- b. Student teacher: ___ undergraduate ___ learning community ___ graduate
- c. Classroom teacher: ___ grade: ___; Years employed as a teacher: ___
- d. Student teaching supervisor: ___
- e. Other: _____

2. Please specify your ethnicity.

- ___ White ___ Hispanic or Latino ___ Black or African American
___ Native American ___ Asian/ Pacific Islander Other (Please Specify) _____

3. Gender _____

4. Age:

- ___ 20-25 ___ 26-30 ___ 31-39 ___ 40-49 ___ 50-59 ___ 60+

5. Which best describes your school?

- ___ urban ___ rural ___ suburban

PLEASE CONTINUE ON REVERSE SIDE →

Teacher Beliefs - TSELS		This questionnaire is designed to help us gain a better understanding of the kinds of things that create challenges for teachers. Your answers are confidential.												
<p>Directions: Please indicate your opinion about each of the questions below by marking any one of the nine responses in the columns on the right side, ranging from (1) "None at all" to (9) "A Great Deal" as each represents a degree on the continuum.</p> <p>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.</p>		None at all	Very Little	Some Degree	Quite A Bit	A Great Deal								
1.	To what extent can you adjust reading strategies based on ongoing informal assessments of your students?	1	2	3	4	5	6	7	8	9				
2.	To what extent can you use a variety of informal and formal reading assessment strategies?	1	2	3	4	5	6	7	8	9				
3.	To what extent can you integrate the components of language arts?	1	2	3	4	5	6	7	8	9				
4.	To what extent can you provide specific, targeted feedback to students during oral reading?	1	2	3	4	5	6	7	8	9				
5.	To what extent can you adjust writing strategies based on ongoing informal assessments of your students?	1	2	3	4	5	6	7	8	9				
6.	To what extent can you use a student's oral reading mistakes as an opportunity to teach effective reading strategies?	1	2	3	4	5	6	7	8	9				
7.	To what extent can you model effective writing strategies?	1	2	3	4	5	6	7	8	9				
8.	How much can you do to meet the needs of struggling readers?	1	2	3	4	5	6	7	8	9				
9.	How much can you do to get students to use independent reading time productively?	1	2	3	4	5	6	7	8	9				
10.	To what extent can you implement word study strategies to teach spelling?	1	2	3	4	5	6	7	8	9				
11.	To what extent can you get children to read a wide variety of genres?	1	2	3	4	5	6	7	8	9				
12.	To what extent can you help your students figure out unknown words when they are reading?	1	2	3	4	5	6	7	8	9				
13.	To what extent can you use flexible grouping to meet individual student needs for reading instruction?	1	2	3	4	5	6	7	8	9				
14.	To what extent can you model effective reading strategies?	1	2	3	4	5	6	7	8	9				
15.	To what extent can you get students to read fluently during oral reading?	1	2	3	4	5	6	7	8	9				
16.	To what extent can you use students' writing to teach grammar and spelling strategies?	1	2	3	4	5	6	7	8	9				
17.	How much can you do to get students to use independent writing time productively?	1	2	3	4	5	6	7	8	9				
18.	How much can you do to provide appropriate challenges for high ability readers?	1	2	3	4	5	6	7	8	9				
19.	To what extent can you get children to talk with each other in class about books they are reading?	1	2	3	4	5	6	7	8	9				
20.	To what extent can you provide children with writing opportunities in response to reading?	1	2	3	4	5	6	7	8	9				
21.	How much can you do to adjust your reading materials to the proper level for individual students?	1	2	3	4	5	6	7	8	9				
22.	How much can you do to get children to value reading?	1	2	3	4	5	6	7	8	9				