

# Teachers' Knowledge of Reading & Reading Instruction as a Determinant of Grade Level

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# FOR-PD: The Project

- FOR-PD is the primary delivery mechanism for improving teaching methods in preK-12 reading instruction to teachers across the state of Florida
- Funded and endorsed by the Florida Department of Education
- FOR-PD is the first online Florida Department of Education course to meet Competency 2 of the Florida reading endorsement certification
- Online staff development project
- Housed at UCF

**FOR-PD**  
FLORIDA ONLINE READING  
PROFESSIONAL DEVELOPMENT

# Theoretical Framework

- NCLB Act and Scientifically Based Reading Research
- Emphasis on reading process, phonological awareness, phonics, vocabulary, fluency, comprehension, assessment, differentiated instruction, reading in the content areas, ESOL and struggling readers
- Teacher quality

# Purpose of this Study

- To determine differences in teachers' reading knowledge as a function of the grade level in which they teach



# Instrument

- *Teachers' Reading Knowledge Assessment (TREKA)*
- 46 multiple choice items
- 4 restricted response items
- Content validation via reading experts
- Spearman Brown split half reliability (.5476, *SEM* 2.74)

# Sample

- stratified proportional random sample
  - teachers who completed FOR-PD
  - who completed the online Teachers' Reading Knowledge Assessment (TREKA), and
  - who were teaching in some capacity in a K-12 classroom during the spring 2004 semester
  - 300 teachers: 45% elementary ( $n = 135$ ), 33% middle school ( $n = 99$ ), 15% high school ( $n = 45$ ), and 7% multiple grade ( $n = 21$ )
  - Of the sample, 48% ( $n = 144$ ) agreed to participate
    - 45% elementary ( $n = 65$ )
    - 30% middle ( $n = 43$ )
    - 16% high school ( $n = 23$ )
    - 9% middle school teachers ( $n = 13$ )

# Results

- A one-way ANOVA was conducted to evaluate the hypothesis that **teachers' reading knowledge** (as measured by scores on the Teachers' Reading Knowledge Assessment, TREKA) may be different dependent on the **teachers' grade level** (elementary, middle, high school, or multiple grade).
- No statistically significant difference!  
 $F(3, 137) = 2.601, p = .055$ .
- The strength of the relationship between the grade level of teacher and the TREKA score, as assessed by eta squared, was weak with teachers' grade level accounting for slightly less than 6% of the variance of the TREKA score

# Results

*Means and Standard Deviations of TREKA Scores by Grade Level*

Grade Level	<i>M</i>	<i>SD</i>	<i>n</i>
Elementary	31.32	2.98	65
Middle	29.73	4.06	41
High School	29.39	3.71	23
Multiple Grade	30.33	3.87	12

# Conclusions

- Importance of...
  - Assessing teacher knowledge in reading
  - Monitoring teacher growth in reading
  - Including teachers in self-reflection and self-monitoring
  - Evaluating professional development and its impact on teachers/schools
- Implications for teacher preparation and professional development

# Questions?



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Thank you for your time!