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Does a Schoolwide Silent Reading Initiative Make a Difference in the Reading Habits of High School Freshmen: A Mixed Methods Study

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**DOES A SCHOOLWIDE SILENT READING INITIATIVE MAKE A DIFFERENCE IN
THE READING HABITS OF HIGH SCHOOL FRESHMEN: A MIXED METHODS
STUDY**

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ABSTRACT

DOES A SCHOOLWIDE SILENT READING INITIATIVE MAKE A DIFFERENCE IN THE READING HABITS OF HIGH SCHOOL FRESHMEN: A MIXED METHODS STUDY

Stephanie S. Trzeciakiewicz
Old Dominion University, 2021
Director: Dr. Gail Dickinson

This dissertation describes a study that investigated the degree to which a Schoolwide Silent Reading Initiative (SSRI) impacted high-school students' motivation, attitudes toward, and amount of time spent reading for pleasure both in and outside of school. Multiple methods were used to collect and analyze data, however the data collection window was drastically shortened and unexpectedly closed due to Covid-19. Close analysis of the limited student data available revealed that some adolescents find reading self-selected material enjoyable and spend some of their free time doing so, while most teens report they don't find reading to be a pleasurable activity and spend very little time engaged in RfP. Additional data showed that all the staff members interviewed believe giving students consistent time to read self-selected materials during the school day led to more overall reading by the students, more interest in reading, more background knowledge to apply to other reading tasks and higher levels of engagement during class discussions. These findings suggest that an SSRI impacts students' motivation, attitudes toward, and amount of time spent reading for pleasure both in and outside of school. Further research is warranted to better understand the ways an SSRI is implemented in order to obtain the maximum benefit for students.

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I would not be here writing this today if it were not for my handsome husband. He is the love of my life and my rock. Regardless of my insecurities and doubts, he would not allow me to quit. Not at the beginning when I was driving out to ODU two or more nights a week after working a full-time job and we hardly ever saw each other. Not when all I ever talked about was school. Not when home cooked meals were a thing of the past and Delveccio's could recognize my voice when I called. Not when chronic pain took over my life and led me to cortisone shots, physical therapy and eventually spinal surgery and a neck brace. Not when I left my full-time job to be a grad assistant to devote more time to the dissertation process. Not when Covid hit and the study as I had written it was impossible to complete. Not even when I would ask him to read 100 pages THAT NIGHT because it was due tomorrow. He held my hand, dried my tears, patted my back and read, and reread every word I wrote. He explained statistical terminology to me until he was blue in the face. I honestly doubt this day would ever have come without him there supporting me every step of the way. BF, I promise, my days as a student are over!

This is for my children who were all students themselves when I started and are now adults making their own way in the world. I hope I've taught you that it's never too late to change the road you're on.

And lastly, for my Poppa, who never once doubted his daughter would become a doctor.

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Thanks is not enough to say to my sister-from-another-mister, Bree Ruzzi. It never would have started or ended without her. It was our means that justified my end. Though I let myself hang by a pinky fingernail alone this past year, I would have slipped into the canyon long before without her there to strengthen my grip.

To Dr. D, you will always inspire me and be my hero. I still see you standing in front of the City of VB school librarians pitching us the NxtWave program. It was like EF Hutton was talking. You have an excellent future in mind-control. To my honest and patient committee, thank you for your inspiration and expertise.

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CHAPTER ONE

INTRODUCTION

The need for proficient reading skills is more important now than at any other time in history (Alexander, 2014; Coyne, Kame'enui, & Carnine, 2011; Marchand-Martella, Martella, Modderman, Petersen, & Pan, 2013; Petersen, 2012). The flattening of the world, with its focus upon technology, has resulted in a shifting paradigm within the workplace (Darling-Hammond, 2010). As the world continues to transition from an industrial age to an information age, the way information is created, stored and communicated is rapidly changing and at an accelerated rate. Our schools must be able to produce graduates who are capable of comprehending the myriad forms of information available today. As we entered the 21st century, Moore, Bean, Birdyshaw and Rycik (1999) predicted:

Adolescents entering the adult world in the 21st century will read and write more than at any other time in human history. They will need advanced levels of literacy to perform their jobs, run their households, act as citizens, and conduct their personal lives. They will need literacy to cope with the flood of information they will find everywhere they turn. They will need literacy to feed their imaginations so they can create the world of the future. In a complex and sometimes even dangerous world, their ability to read can be crucial (p.3).

The Program for International Student Assessment (PISA) shows a strong correlation between the individual literacy levels of students and their country's economic growth. If America is going to remain competitive with other global economies, our citizens should have equal, if not stronger, literacy skills to support the nation's growth. The world is changing at a rapid pace, and such changes demand a change in preparation for success.

In virtually every job in the information age, individuals will be responsible for reading, writing and learning independently, regardless of whether they actually work in a technological field or not. Such a shift can be seen in the declining role of manufacturing jobs over the past 50

years. During the 1950s, nearly 50% of America's workforce consisted of "blue-collar" manufacturing positions. Technology has replaced many of those traditional jobs and they now account for fewer than 10% of American jobs today (Jerald, 2009). It is impossible to excel in even those remaining manufacturing positions without strong literacy skills. For example, when a gas turbine production plant opened in North Carolina in 2016, less than 15% of the 10,000 applicants for the 800 available jobs were able to pass the written test of reading, writing and mathematics geared towards a ninth-grade education. According to a company executive, "People on the plant floor need to be much more skilled than they were in the past. There is a computer every 20 to 30 feet on our factory floors" (Selingo, 2017). Clearly, the computer has become the toolbox of the 21st century.

Current State of Adolescent Literacy

While literacy demands within the workplace have greatly increased, traditional literacy skills have continued to decline (Kena et al., 2016; OECD, 2016; Pitcher et al., 2007; Twenge, Martin, & Spitzberg, 2018). In this age of assessment and accountability, decisions regarding educational policy are set by using datasets of scores from several standardized assessments that rank American students against each other and against students across the world (Allington & Gabriel, 2012; Gallagher, 2009, 2010; Gordon & Lu, 2008; Krashen, 2009; Smith, Wilhelm, & Fransen, 2016).

The National Center for Educational Statistics (NCES), located within the U.S. Department of Education, is the primary federal entity for collecting and analyzing data related to education in the U.S. and sets the bar for acceptable levels of performance. Reading comprehension of literary and informational texts is measured by asking students to read selected grade-appropriate materials and to answer questions about what they have read in an attempt to

measure the students' academic literacies (National Center for Educational Statistics, 2019).

Scoring at the *Proficient* level indicates mastery. The *Basic* level represents partial mastery and indicates students are on their way to becoming *Proficient*. Table 1 describes the Achievement Level Policy Definitions used by the NCES.

Table 1. NCES Achievement Level Policy Definition

Achievement Level	Definition
Basic	Partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.
Proficient	Solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter
Advanced	Superior performance.

In 2019, 39% of 8th graders performed at the *Basic* level, 29% of 8th-grade students performed at the *Proficient* level while only 4% of 8th-grade students performed at the *Advanced* level. 28% of our nation's 8th-grade students fail to meet even the *Basic* level (National Center for Educational Statistics, 2019).

The most recent assessment of 12th-grade students occurred in 2015. The results were similar to those of the 8th graders assessed in 2019. Only 35% of 12th graders performed at the *Basic* level, 31% at the *Proficient* level, and 6% at the *Advanced* level. Again, 28% failed to meet even the *Basic* level. Table 2 displays these most recent scores for 8th and 12th graders.

Table 2. 2015 and 2019 NAEP Reading Test Scores for 8th- and 12th graders.

Grade Level	Year	Below Basic	Basic	Proficient	Advanced
8	2019	28%	39%	29%	4%
12	2015	28%	35%	31%	6%

These statistics indicate that students do not appear to be making progress in reading, and a large percentage are below the proficient level (National Center for Educational Statistics, 2019). In a press release dated October 30, 2019 by the NCES, Associate Commissioner Peggy G. Carr stated:

Over the past decade, there has been no progress in either mathematics or reading performance, and the lowest performing students are doing worse. In fact, over the long term in reading, the lowest performing students—those readers who struggle the most—have made no progress from the first NAEP administration almost 30 years ago (Wilburn & Martin, 2019).

According to the NCES, the literacy of American teens has remained stagnant or has slightly decreased over the last 20 years. The Nation's Report Card reported that the average scores for 12th-grade students had slightly decreased in 2015 when compared to scores from 2013 and dropped five points since the first assessment in 1992. These statistics recognize that students do not appear to be making progress in reading, and a large percentage are below the *Proficient* level (U.S. Dept of Education, 2018). Obviously, whatever our education system has been doing to create literate students has not been working. Figure 1 shows a graphical representation of the average scores in reading for high school seniors from 1992-2015.

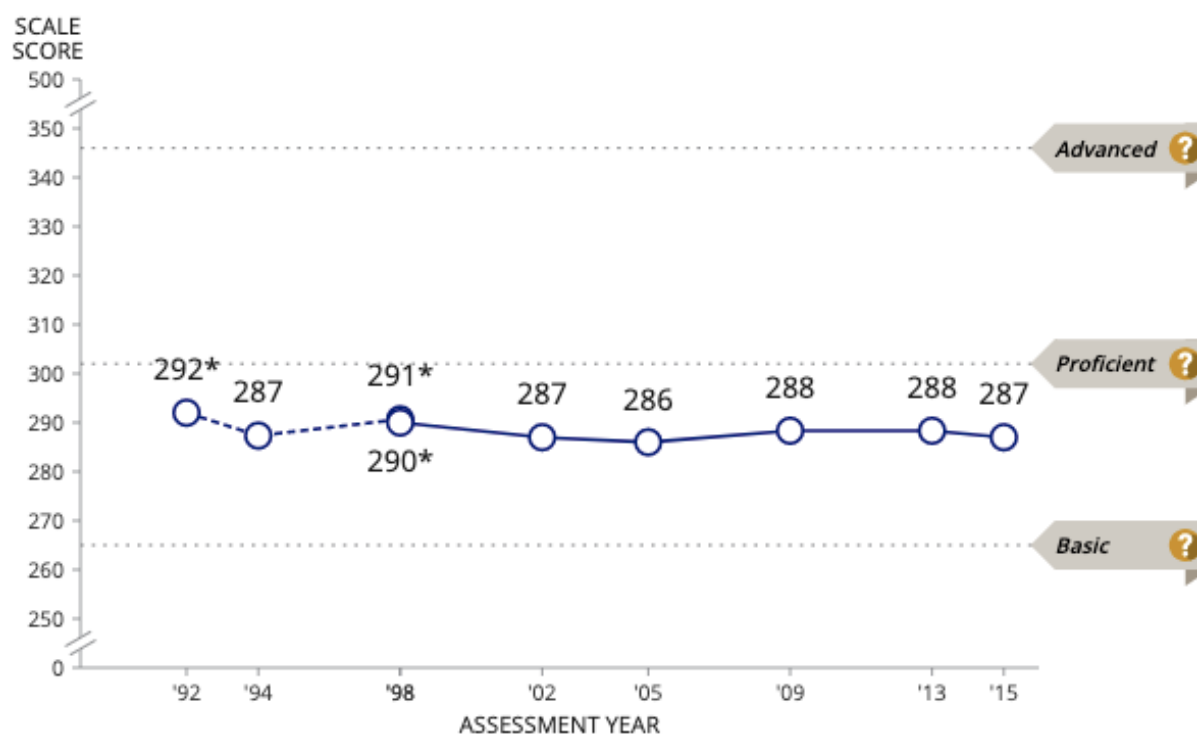


Figure 1. NAEP reading scores of high school seniors from 1992-2015.

Another assessment designed to measure college and career readiness is administered by American College Testing (ACT). They reported that only 26 % of high school graduates from the class of 2017 met all four college readiness benchmarks as determined by ACT, Inc. as predictors for the ability to have success with college coursework. Specifically, the percent of high school graduates meeting the reading benchmark dropped from 52 to 46 % from 2010 to 2017 (American College Testing Inc., 2018; Stephen Krashen, 2009).

The Scholastic Aptitude Test (SAT), historically revered as the best indicator of a student's collegiate success, underwent a major revision in 2016, thus making any more recent results not applicable for comparison. However, since the beginnings of the test in 1966, reading component scores have had a consistent downward trend. The results are shown below in Figure 2.

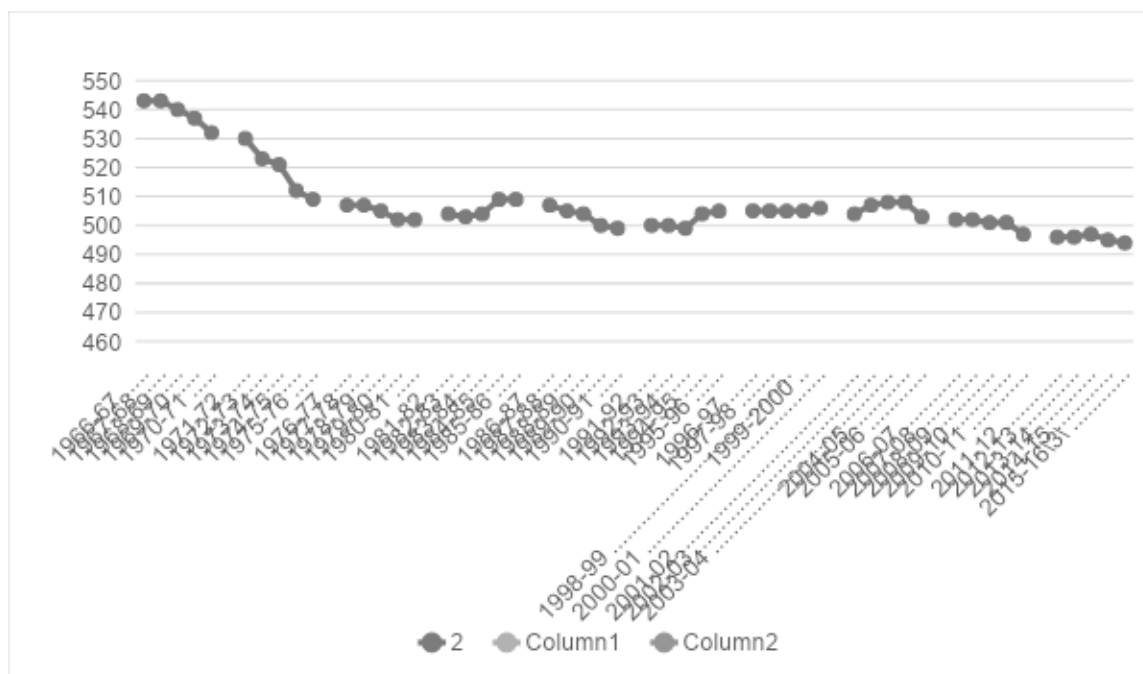


Figure 2. Average scale scores of SAT scores in reading from 1966 to 2016.

By the time they reach secondary school, approximately one out of five students reads two or more years below grade level (Curtis & Kruidenier, 2005) and at a rate more than 50% slower than their classmates. Although it is expected that they be able to read and understand their textbooks, over 40% of high school students cannot (Hock & Deshler, 2003).

As the material gets progressively more difficult, other issues begin to emerge, often in the form of psychological and emotional difficulties, including low self-esteem (Nippold, Duthie, & Larsen, 2005), reading avoidance and lack of motivation (Cunningham & Stanovich, 1998; Taylor, 2014; Worthy, Moorman, & Turner, 1999), poor grades (Cullinan, 2000), negative self-concept as a reader (Sainsbury & Schagen, 2004), and serious reading problems (Cunningham & Stanovich, 1998). Engagement is the life force of adolescent literacy learning and when students are not engaged in the task at hand, no learning can really take place. Reading disengagement is more often than not the root cause of school failure and dropouts (Wigfield et al., 2008).

Adolescents who see value in school usually consider themselves readers and enjoy academic success. Those who do not, read much less and typically fall behind.

New Literacies

The definition of literacy varies. The NCES defines literacy as “the ability to use printed and written information to function in society, to achieve one’s goals, and to develop one’s knowledge and potential (National Center for Education Statistics, 2003). As the world has moved to an interconnected society, the ways in which we perform these functions has changed and has led to the creation of multiliteracies not limited to print. Multiliteracies theorists expand this definition of literacy to include all semiotic systems (those involving signs and symbols). “Depending on the theory involved, literacy can be defined as any form of communication/thinking” (Perry, 2012, p.64). When used in terms such as cultural literacy, digital literacy, financial literacy, or information literacy, the word “literacy” is equivalent to knowledge of a particular type, and not necessarily the ability to engage with print. Perry goes on to state:

While it is possible to maintain a focus on print literacy while also acknowledging that other semiotic systems are also in play and are important, it is also fair to claim that something is lost when the field defines literacy so broadly. While many semiotic systems exist, and while humans have the ability to make meaning multimodally, it is also true that there can be great benefit to understanding specific semiotic systems, such a written language, on their own terms (2012, p. 65).

Beginning in the early 1990s, new literacies began to emerge that added the skills necessary to navigate digital hyperlinked texts and respond to those texts using digital tools (Colwell et al., 2018). This relatively new construct was first coined by Buckingham (2007) in 1993, in response to substantial changes in literacy research. New Literacies theory addresses the prevalence of literacy skills in digital spaces (James Paul Gee, 2008; Lankshear & Knobel, 2015)

and includes the ability to navigate and engage in digital reading and writing practices of hyperlinked texts. The skill set needed to excel in New Literacies differs from the skills necessary for traditional literacy practices (e.g. print-based reading and comprehension and pencil/paper writing), however, without traditional literacy skills, a student would have tremendous difficulty becoming proficient in the New Literacies (Wolf, 2018). Specific examples of new literacies include instant messaging, online social networking, writing fanfiction, podcasting, gaming, microblogging and reading novels. These digital literacies are often referred to by different names in the literature, including “multiliteracies,” “21st century literacies” and “new literacies”. In an effort to eliminate confusion as to what type of literacy is being referred to in this study, from this point forward, the term “literacy” should be interpreted by the traditional aliterate; the ability to read and write” (Oxford, 2020). Similarly, the term “reading” also uses the traditional definition found from the same dictionary, “the action or skill of reading written or printed matter silently or aloud” (Oxford, 2020).

Reading

Research regarding how to teach students to read is a complex field, however one indisputable fact is that reading makes you smarter (Allington, 2014; Atwell, 2007; Cunningham & Stanovich, 2003; Guthrie & Klauda, 2014; Stephen Krashen, 2005b; Wolf, 2018). The act of reading itself is a powerful element in building readers who read accurately, fluently, and understand what they read (Anderson et al., 1988; Atwell, 2007; W. G. Brozo & Hargis, 2011; Gardiner, 2005; Stephen Krashen, 2005b; Taylor et al., 1990). Reading is a “very rich, complex, and cognitive act that offers an immense opportunity to exercise our intelligence in ways we lose if we don’t read” (Cunningham, 2003). Hundreds of correlated studies indicate that the most successful students read the most, while those who struggle read the least. These correlated

studies suggest that the more our students read, the better their comprehension, vocabulary, and fluency will be - and the more likely they are to build a robust knowledge of the world. In short, “Reading provides us with a cognitive workout that transcends not only our inherent abstract problem-solving abilities, but also our levels of education” (Bridges, 2015).

Reading Stances

The primary goal of reading is for the reader to make meaning from the text. In describing the process of reading, literary critic and reading theorist Louise Rosenblatt (1991) uses Dewey’s term *transaction* to refer to the contribution of both reader and text to the reading process. She believes, “Every reading act is an event, a transaction involving a particular reader and a particular configuration of marks on a page and occurs at a particular time in a particular context” (p. 4). Comprehension does not passively occur as the words are read. Instead, the reader is an active participant in the process and shapes the text by using their prior experiences to deduce meaning. At the same time during the transaction, the text shapes the reader by creating new experiences in which the reader can pull from.

Contrary to many other reading theorists who define types of reading based on the kind of text being read, Rosenblatt believes it is the reader who determines the purpose. She defines two ends of a continuum. An efferent stance, derived from the Latin word meaning “to carry away,” positions the reader to find facts and information to be used later. This type of reading is usually associated with non-fiction texts including textbooks, encyclopedias, and instructional manuals.

Aesthetic or ludic reading, on the other end of the spectrum, is derived from the Greek word meaning “to sense” or “to perceive.” An aesthetic stance allows the reader to focus on the lived experience of reading and relies more on the reader’s emotions and affect. It is most often associated with the reading of fiction where “the reader’s attention shifts inward and centers on

what is being created during the actual reading: personal feelings, ideas, and attitudes” (Morrow & Gambrell, 2000, p. 565). In short, the reader with an aesthetic stance is one who reacts deeply and thoughtfully and is a vitally important element of an individual’s belief about the reading process (Burgess et al., 2011).

Rosenblatt believes that the focus put on reading for information in school and the questions teachers ask about the material encourage efferent reading and gives more power to the text than to the reader. By emphasizing this knowledge-seeking type of reading, we minimize the power and importance of the aesthetic experience of reading which leads to the flow experience first documented by Csikszentmihalyi (1990). Flow is the state people reach when they are deeply involved in an activity to the point where the concerns of everyday life and even our sense of self disappear. We lose our sense of time and nothing but the activity itself seems to matter. The aesthetic stance to reading that leads towards the flow model of intrinsic motivation is the lens that I use to examine reading for pleasure.

We can see that the type of reading stance is an important factor in building a strong reader. Students who read aesthetically, for fun and for the story, consistently score higher on every type of standardized assessment. Figure 3 shows the 2006 PIRLS literacy scores for England. Both the blue (novels and stories) and green (reading for fun) lines indicate that students who read in those ways daily score significantly higher than those students who only read for information daily.

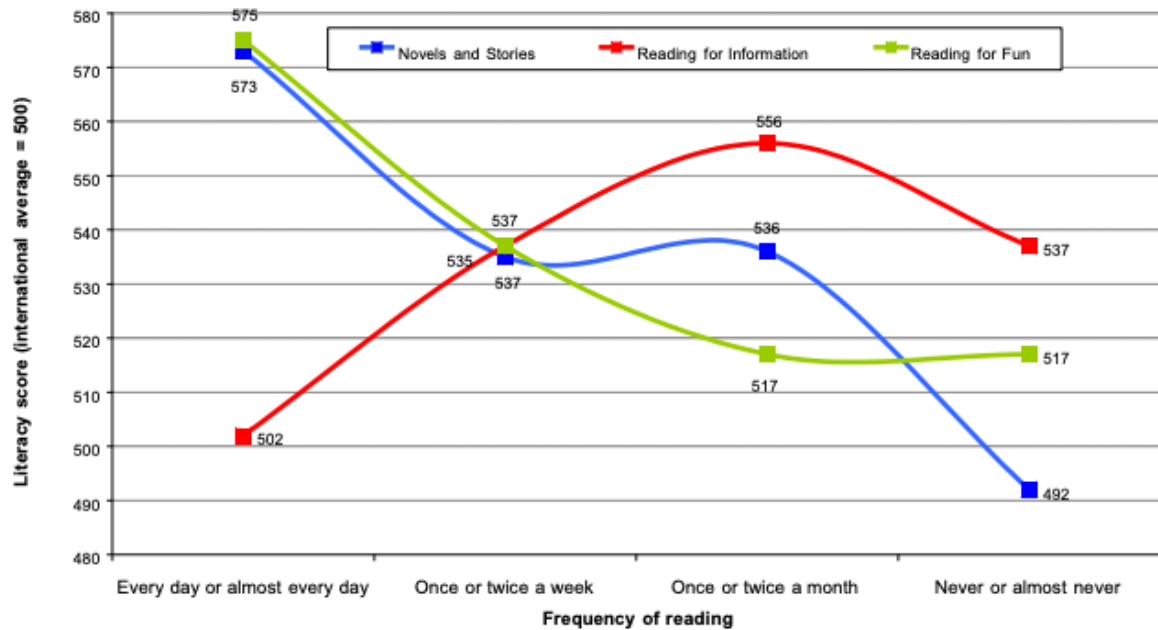


Figure 3: 2006 PIRLS literacy scores for England

“Students who read a lot score better on every imaginable test—the NAEP, the SAT, and the ACT” (Calkins et al., 2012, p.xii). However, this information does not seem to be of much importance to teens. Only 15% of seventeen-year-olds self-report reading books for pleasure every day while the number of students that don’t read books for pleasure has quadrupled over the last 30 years from 9% in 1984 to more than 37% in 2014 (National Endowment for the Arts, 2007; US Department of Education, 2011, 2016). Students who read voluminously develop into proficient readers (Atwell, 2007). In fact, the amount of time spent reading for pleasure correlates with improved standardized test scores. Seniors who reported they read for pleasure every day scored an average of 29 points higher on the 2015 NAEP than students who claimed to never read for pleasure (US Department of Education, 2016). Figure 4 breaks down these results even further.

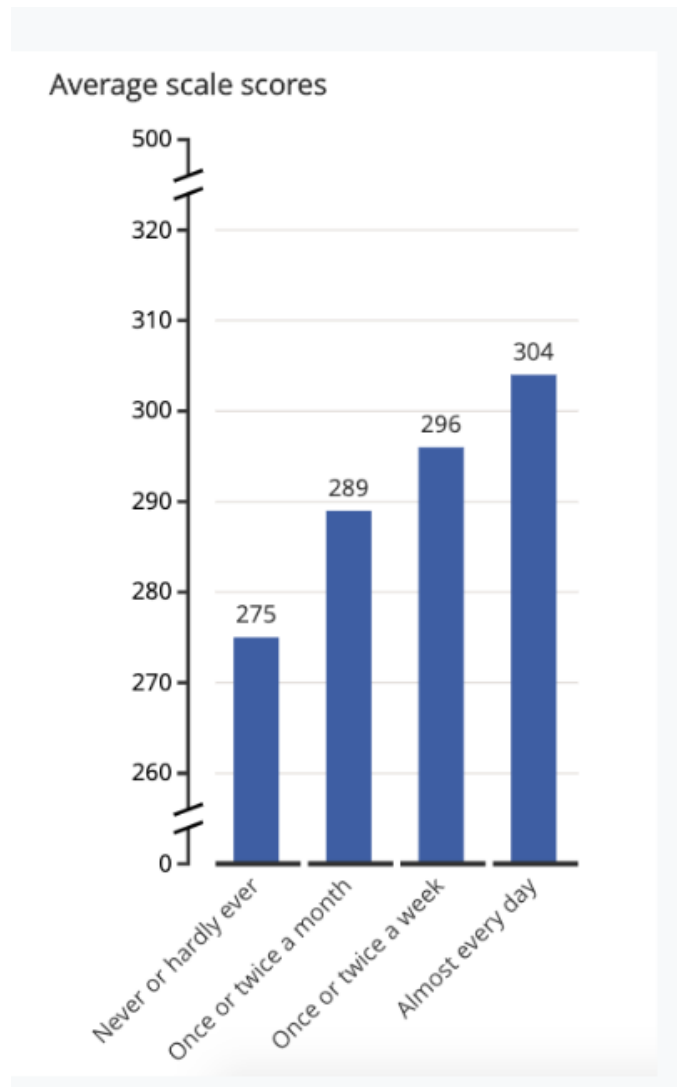


Figure 4. Average scale scores correlated with the amount of time students read books for pleasure.

In 1984, 70 % of 13-year-olds stated they read books for pleasure about once a week, compared with 53 % today, while 48% of 17-year-olds reported they have read books for pleasure only once or twice in the last year, according to another study cited in the report. It appears that once the skill of reading has been acquired in elementary school, many students believe it is no longer important to read on a daily basis.

Reading for Pleasure

According to the National Literacy Trust (2006), reading for pleasure is reading that we do of our own free will, anticipating the satisfaction that we will get from the act of reading. It also refers to reading that having begun at someone else's request we continue because we are interested in it. Eminent reading advocate, Stephen Krashen (2004), uses the term *Free Voluntary Reading* to distinguish this concept further.

FVR means reading because you want to. For school-age children, FVR means no book report, no questions at the end of the chapter, and no looking up every vocabulary word. FVR means putting down a book you don't like and choosing another one instead. It is the kind of reading highly literate people do all the time.

Students are given considerable time to read in school during the elementary years, but sadly that time diminishes just when students need to be building their stamina for more challenging texts. A 2017 study of almost 5,000 teachers and principals across the U.S. found that 88% of elementary teachers regularly implement FVR into their daily schedules while only 21% of secondary school teachers do (*Teacher & Principal School Report: Focus on Literacy*, 2017). The occasional free reading times are typically spur-of-the-moment events, only occurring when students finish their work early or at the end of a grading period (Williams, 2005; Worthy et al., 1997).

With the time engaged in literacy activities dramatically reduced in middle and high school, along with the increase in teacher assigned canonical texts for literary analysis, technical content textbooks and minimal student choice (Atwell, 2007; Gallagher, 2009; Gallagher & Kittle, 2018; Krashen, 2009) what once was a positive attitude towards reading is often replaced in students with a negative resistant disposition. Students will often proudly admit they have not read a single book the entire time they were in high school (Kittle, 2013). This phenomenon is evidenced by a '4th-grade slump,' in literacy (Brozo, Shiel, & Topping, 2008) and an '8th-grade

cliff” (Grosso de Leon, 2002). This is impacted further by the declining amount of time students actually spend reading during the school day as they progress to the higher grades. There is a negative correlation between grade level and free voluntary reading. The higher the grade level that students are in, the less often they read for pleasure during the school day (Pilgreen, 2000). If we do not allow our students the opportunity to read simply for the joy of it in school, the data indicates they will not engage in it outside of school either.

Throughout my years as a high school librarian, I encountered hundreds of teenagers who contend that reading is something they must do for school, is boring, hard and a waste of their time. When I would ask a class of 25 students to raise their hands if they agreed with different statements regarding their enjoyment of reading, the number of hands that went up grew larger and larger as the amount of value they placed on reading declined. When asked if they liked to read when they were young children in elementary school, almost all of the hands went up as the students began excitedly chatting amongst themselves recalling fond memories of their favorite childhood titles. When asked what changed since then, I would hear variations of the same answers, such as ‘those books were FUN to read’; ‘our teachers don’t let us read anything good’; ‘I got a phone’, or ‘II have too much homework’. The one answer that encapsulates all the other reasons was ‘we don’t walk with the dinosaurs,’ referring to the *archaic* nature of reading print materials. Although none of these questions and answers amount to real data, I saw enough of a trend in them to wonder what was it about those two or three kids in each class who declared they still loved to read and I pondered why they kept reading for pleasure while the rest of their peers did not.

One of the problems often stated by teens is that they do not have enough time to read for pleasure and that they would rather spend their time using technology. These views are supported

by the results of a survey conducted by Common Sense Media in 2018. The researchers sought to present a big-picture view of the trends and patterns of media usage among young people in the United States. Using a nationally representative, probability-based sample of 1,600 eight- to eighteen-year olds, participants self-reported answers to survey questions regarding their daily media use. The researchers discovered that the average amount of time American adolescents spend utilizing on-screen media was just under seven and a half hours a day, not including the time they use screens during the school day. This is an increase from the almost six and a half hours reported on the 2015 census (Rideout & Robb, 2019). In addition, high school students often have other demands on their time due to organized sports, homework, part-time employment, and social commitments. These activities all tend to decrease the amount of leisure time a student may choose to pursue reading for pleasure. Pilgreen (2000) noted, “They need to be guided into a situation where reading is respected, quiet is expected, and the students see each other and their teachers in a productive and enjoyable reading environment” (p.5). However, that is not what happens in most American high schools.

The study I propose takes a pragmatic stance to this problem. What happens in the reading lives of high school freshmen when they are given time to read for pleasure during the school-day? What happens in the reading lives of their classmates when they are not given this time?

Overview of the Method

Purpose Statement

The purpose of this mixed-methods study is to address the degree to which a Schoolwide Silent Reading Initiative (SSRI) impacts students’ motivation, attitudes toward, and amount of time spent reading for pleasure both in and outside of school.

I plan to use a convergent parallel mixed-methods design to examine quantitative data from over 600 freshmen at a suburban mid-Atlantic high school. This data will be used as a baseline P and to purposefully assign control and treatment groups. The qualitative phase will be conducted simultaneously with the intervention to help triangulate the quantitative results. The quantitative measure will be administered again after three months to determine the changes in motivation, attitudes towards and amount of time spent reading for pleasure. According to Ivankova et al. (2006), quantitative findings offer an initial overview of the research problem while the analysis of the qualitative data can help to elaborate and explain the findings.

Measurement

Quantitative data will be primarily gathered using a survey research instrument because, according to Mouly (1978), surveys are “exploratory in nature, with the emphasis on scope rather than depth” (p.181). In addition, surveys are routinely used to generate information regarding attitudes, beliefs, and behaviors (Hy, Feng, & Regoli, 1983). In this study, The Adolescent Motivation to Read Profile (AMRP), modified by Pitcher et al. (2007), is utilized to address the differences in reading motivation, current and past reading practices, attitudes toward, and amount of time spent reading for pleasure between two different groups of students: Those who were given 20 minutes or more of sustained silent reading time every other day, and those that were not. The AMRP has 20 negatively and positively phrased questions and takes approximately 10 minutes to complete. It is scored on a 4-point Likert type scale.

Population

Participants include 9th-grade students, aged 13-15, at one suburban high school in a mid-Atlantic state. Once the AMRP is administered to all 9th-grade students as part of normal educational practice, the results from those giving consent and assent will be used to determine

purposive groups for data collection. Approximately 30 students enrolled in randomly assigned academic study blocks comprise the treatment group and will receive 20 minutes of self-selected free choice reading time during each academic study block. The same number of 9th-grade students with similar pre-intervention subscale scores in the areas of self-concept as a reader, attitudes toward reading, amount of time spent reading for pleasure and gender are to be included in the control group and will not receive the intervention.

The semi-structured focus groups will contain the members of both groups, employing a qualitative interview protocol designed to explore aspects of the students' experiences and identities as readers. In addition, students in the focus groups will be asked to remember previous experiences they had with reading for pleasure, both at home and at school. These experiences may have had influence on their attitudes and motivation to read later in life. Being aware of the connection between past experiences and their current status as a reader could promote future reading for pleasure.

Additionally, I am going to observe and record participants' in-class silent reading and book-selection processes for the purpose of describing their reading behaviors and decision-making processes. I also intend to hold a focus group with the teachers and librarians of the participating students to corroborate and triangulate the student data.

Finally, the AMRP will be administered again after three months of the intervention as a post-test measure. Data will be analyzed to determine changes in (a) Adolescent Motivation, (b) attitudes toward, and (c) amount of time spent reading for pleasure between the quasi-experimental and control groups. Data analysis also includes measurements of change between the individual matched pairs. Additionally, I plan to make field observations to determine which components of the SSRI program were properly administered during each section of study block.

Knowing whether the SSRI program was implemented following best practice might help me apply deeper understanding of the quasi-experimental group's post-test data.

Hayn and Nolen (2012) report that there are few examples of research soliciting readers' experiences. The below listed research questions aid in gathering insight about students' reading experiences and behaviors during SSRI in a suburban secondary school.

Research Questions

RQ1: What effect does participation in an SSRI program have on students' motivation to read, students' attitudes towards, and amount of time spent reading for pleasure?

RQ2: How do students in an SSRI program describe their experiences as a reader compared to students not in an SSRI program?

RQ3: How do teachers perceive changes in students' reading behaviors from before the intervention of an SSRI program to after the intervention of an SSRI program?

Significance of Study

Krashen (2004) states that to prove the benefits of silent sustained reading, more than just experimental research is required. Qualitative studies provide a more thorough examination of motivation because they are derived from student perceptions instead of comparisons among students (Fulmer & Frijters, 2009). They should be used for better understanding of the impacts on student learning (Trudel, 2007). By utilizing a convergent parallel mixed methods design, I will conduct a thorough examination of adolescents' reading motivation based on their rich descriptions of their experiences as readers, their changes in reading behaviors, and their articulation of who they are becoming as readers (Creswell, 2018).

This study is significant because it focuses on the ways in which accountability for consistent free-choice reading can positively influence and strengthen the literacy skills of

adolescents. With adolescent literacy rates continuing to drop, best practices used to improve literacy skills in secondary schools needs to be examined (Allington, 2014; Hock & Deshler, 2003; OECD, 2011). Advocates of secondary school reform recommend multiple sustained opportunities for students' engagement with text to help improve the students' stamina and comprehension (Allington, 2014; Atwell, 2007; Brozo & Hargis, 2011; Gallagher, 2009; Krashen, 2004). If those encounters are positive in nature, and contain reading material beyond textbooks, their chances of becoming lifetime readers increase (Allington, 2014, 2015; Atwell, 2007; Gallagher, 2009; Krashen, 2004; Leu, Kinzer, Coiro, Castek, & Henry, 2013; Rutherford, Merga, & Singleton, 2018; Smith et al., 2016; Taylor, Frye, & Maruyama, 1990).

Results from this study may help researchers, school administrators, and teachers understand better the ways in which reluctant readers make reading choices, engage and think about their books, and challenge themselves as readers as they participate in an academic environment where they are responsible for making their own reading choices.

Lastly, an extensive literature review indicated that most of the conducted research regarding reading for pleasure, both in and out of school, has focused on elementary aged students rather than secondary students. This study will then contribute to the small body of knowledge that currently exists regarding adolescents' attitudes toward and motivation for reading for pleasure.

Delimitations/Assumptions

This study is confined to the quantitative analysis of AMRP survey data and inductive qualitative analysis of focus group transcripts from 9th-grade students enrolled for the 2019-2020 academic school year in one suburban high school.

Several assumptions are inherent to this study:

1. All participants understood the questions and answered the AMRP accurately.
2. All participants answered the questions honestly.
3. Perceptions can be examined using quantitative and qualitative research devices.
4. Motivation can be accurately measured using the AMRP.
5. Certain factors in students' prior experiences may contribute to the perceptions they have developed about themselves as readers.
6. Students are able to verbalize their perceptions about themselves as readers.
7. Participants talked openly and honestly about their reading experiences.

Definition of Terms

Aesthetic reading:	Readers engaged in the experience of reading, itself. "In aesthetic reading, the reader's attention is centered directly on what he is living through during his relationship with that particular text" (Rosenblatt, 1978)
Aliteracy:	Having the ability to read and write but choosing not to do so
Book-talks:	A short presentation about a book with the goal of convincing other people to read it
Deep Reading:	Sophisticated processes that propel comprehension and that include inferential and deductive reasoning, analogical skills, critical analysis, reflection, and insight (Wolf, 2018a).
Efferent reading:	Reading for information. Derived from the Latin "to carry away"
FVR:	Acronym for Free Voluntary Reading; "reading because you want to...no book report, no questions at the end of the chapter, and no looking up every vocabulary word. FVR means putting down a

book you don't like and choosing another one instead. It is the kind of reading highly literate people do all the time" (Krashen, 2004, p. x).

Literacy:	The ability to read and write; using printed and written information to function in society, to achieve one's goals, and to develop one's knowledge and potential
Ludic reading:	easily understandable; derived from Latin "lux, or light"
NAEP:	Acronym for the National Assessment of Educational Progress, the largest nationally representative and continuing assessment of what students in the United States know and can do in various subject areas; frequently referred to as the "gold standard" of student assessments
NCES:	Acronym for the National Center for Educational Statistics; the primary federal entity for collecting and analyzing data related to education in the U.S. and sets the bar for acceptable levels of performance; administers the NAEP
Nations' Report Card:	Published by the NCES to provide group-level data on student achievement in various subjects by reporting the results from the NAEP
New Literacies:	new skills, strategies, and dispositions required for successful reading comprehension on the Internet (Allen, 2010)
Reading:	The action or skill of making meaning from printed text

Reading literacy:	A student's ability to understand, use, reflect on and engage with written texts in order to achieve one's goals, develop one's knowledge and potential, and participate in society (OECD, 2016).
RfP:	Acronym for Reading for Pleasure: Reading that is done for enjoyment and not tied to any intrinsic or extrinsic motivational factors.
Self-efficacy:	A self judgement of a domain-specific ability to perform a task successfully (Bandura, 1977).
SSR:	Acronym for Sustained Silent Reading; "Sustained silent reading is a time during which a class, or in some cases, an entire school, reads quietly together" (Gardiner, 2005, p. 15).

Summary

The purpose of this study is to address the degree to which a Schoolwide Silent Reading Initiative (SSRI) impacts students' motivation, attitudes toward, and amount of time spent reading for pleasure. The SSRI follows Pilgreen's (2000) "Stacked for Success" model including consistent daily free-choice reading, access to interesting materials after being exposed to a variety of texts by the classroom teacher and librarian, and teacher modeling. I planned to observe students during the initiative and conduct semi-structured student focus groups and teacher focus groups to analyze data for comparison of language as well as evidence of behaviors depicting reading engagement.

Through student-generated explanations and reflection, a more authentic description of the experience will be provided (Fulmer & Frijters, 2009). Data from the AMRP indicates students' reading motivation and attitudes after the intervention of the SSRI program and

transcripts from focus group interviews will include the students' voices describing their reading life and their motivation to read. This study also explores the teachers' perceptions of what they see occurring during their study blocks and how their students' engagement changes during and after the intervention.

This study is organized into five chapters. Chapter One presents the introduction, a statement of the problem and purpose, the research questions, and the need and significance of the study. Chapter Two provides a review of the literature related to literacy, reading for pleasure, and reading motivation. Chapter Three focuses on the methodology of the study. Chapter Four provides the findings of the research. Chapter Five offers a summary, conclusions, implications for practice, and recommendations for future research.

CHAPTER TWO

REVIEW OF LITERATURE

The purpose of this study is to determine if participation in a schoolwide silent reading initiative has an effect on high school freshmen's motivation to read for pleasure, their attitudes towards reading and the amount of time they spend reading for pleasure. The study is guided by the following research questions:

RQ1: What effect does participation in an SSRI program have on students' motivation to read, students' attitudes towards, and amount of time spent reading for pleasure?

RQ2: How do students in an SSRI program describe their experiences as a reader compared to students not in an SSRI program?

RQ3: How do teachers perceive changes in students' reading behaviors from before the intervention of an SSRI program to after the intervention of an SSRI program?

To establish the rationale for this study, this chapter begins with a review of research describing the need for literacy in the twenty-first century. It is followed by a review of the research regarding the power of reading, including studies reflecting the current state of adolescent literacy. I will conduct a critical look at the type of reading adolescents are doing today and the impact of onscreen reading to our reading brains. I then spend a considerable amount of time investigating the history of silent reading in schools, citing both successful and unsuccessful programs

Literacy in the 21st Century

Literacy has been defined as, "Using printed and written information to function in society, to achieve one's goals, and to develop one's knowledge and potential" (Kirsch et al.,

2002, p. 2). In the nineteenth century, if you could sign your name to a document rather than just putting an X, you were considered literate (Ross, McKechnie, & Rothbauer, 2006). Obviously, as societies have evolved, so have the demands of literacy. In its most humble state, a literate person is one who is comfortable in a world that requires the ability to read and write.

The everyday world is permeated with written information ranging from job applications and leases to instruction manuals, birthday cards and technical reports. To lack literacy means being shut out from jobs and opportunities that by yesterday's standards might have been easier to attain.

While literacy skills have continued to decline over the past 30 years, literacy demands within the workplace have greatly increased since 1971 (Pitcher et al., 2007). As technological and economic changes continue, individuals whose literacy skills had previously been adequate may suddenly find themselves lacking sufficient basic skills, a situation that limits their opportunities for jobs or career (Davenport & Mattson, 2018). The reading requirements for most entry level positions are greater than those for college freshmen and today's teens will enter the workforce and be expected to critically evaluate large quantities of information. Furthermore, the upcoming generation of adults will interact with a wide range of electronic text for the duration of their lives (Horne, 2014; Peterson et al., 2011).

In 2003, the NCES commissioned the American Testing Service to administer a comprehensive study of adult literacy. Over 19,000 adults, aged 16 and older, were interviewed in their homes throughout each state and Washington, D.C. and asked a series of qualitative questions that measured their ability to read and understand written language (Kirsch et al., 2002). Results of the study revealed a class of adults who face lower job opportunities and life prospects due to the lack of literacy needed to live in a contemporary society. Regardless of the time period

or definition, one thing remains constant; The higher the level of literacy, the greater the opportunities.

In general, people with lower literacy levels earned lower salaries (less than \$300 per week). About 35% of adults with *Below Basic* literacy reported that their reading skills limited their job opportunities “a lot” (Kutner et al., 2007). Women with higher levels of literacy were less likely to have received public assistance. If they did receive public assistance, they reported participating for a shorter amount of time when compared with women with lower levels of literacy (Kutner et al., 2007). The overall results indicated that an estimated 32,000,000 adults in the USA, about 1 in 7, is defined as functionally illiterate and lack the ability to use reading, writing, speaking and computational skills in everyday life and work situations including the ability to fill out a job application, follow written instructions or read the directions to complete a 1040EZ tax return form (Hock & Deshler, 2003; Ross et al., 2006). Without the ability to make meaning from a variety of texts and to process complicated messages, our upcoming generation will be poorly equipped to enter the workforce or attend a post-secondary program where they will be expected to critically evaluate large quantities of information and interact with a multitude of electronic text (Horne, 2014).

American College Testing, Inc. (ACT) offers a standards-based assessment to determine college readiness benchmarks as predictors for success with college coursework. These set benchmark scores identify achievement levels in which college students have a 50 - 75 % chance of earning a B or C in credited courses during the first year of college. Only 46 % of high school seniors in 2017 met the reading benchmark, and only 26 % of students met all four readiness benchmarks (American College Testing Inc., 2018). With 35 % of 12th graders not meeting any of ACT’s benchmarks, far too many students graduate high school underprepared for basic,

postsecondary-level work (Alliance for Education Excellence, 2017). High school graduation rates are at an all-time high, but 60 % of students who continue onto either a two- or four- year college may be required to take a remediation course before being allowed to enroll in a credit-bearing class. Oddly, the average high school GPA of these students required to take a remediation course was shown to be a 3.0. How does a student go from the honor roll to remediation? Clearly, there is a disparity between expectations of success in high school and those of post-secondary institutions (American College Testing, 2018).

No longer an arbitrarily fixed standard such as the ability to sign your name, literacy is now viewed by the U.S. Department of Education as a continuum of skills from the very basic to the most advanced. The National Center for Educational Statistics (NCES), located within the U.S. Department of Education, is the primary federal entity for collecting and analyzing data related to education in the U.S. and sets the bar for acceptable levels of performance. Scoring at the *Proficient* level indicates mastery. The *Basic* level represents partial mastery and indicates students are on their way to becoming *Proficient*. Table 3 describes the Achievement Level Policy Definitions used by the NCES.

Table 3. NCES Achievement Level Policy Definition

Achievement Level	Definition
Basic	Partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade.
Proficient	Solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.
Advanced	Superior performance.

According to the NCES, the literacy of American teens has remained stagnant or has slightly decreased over the last 20 years. The National Assessment of Educational Progress (NAEP) reported that the average scores for 12th-grade students had slightly decreased in 2015 when compared to scores from 2013 and dropped five points since the first assessment in 1992. These statistics recognize that students do not appear to be making progress in reading, and a large percentage are below the *Proficient* level (U.S. Dept of Education, 2018). Obviously, whatever our education system has been doing to create literate students has not been working. Figure 5 shows a graphical representation of the average scores in reading for high school seniors from 1992-2015.

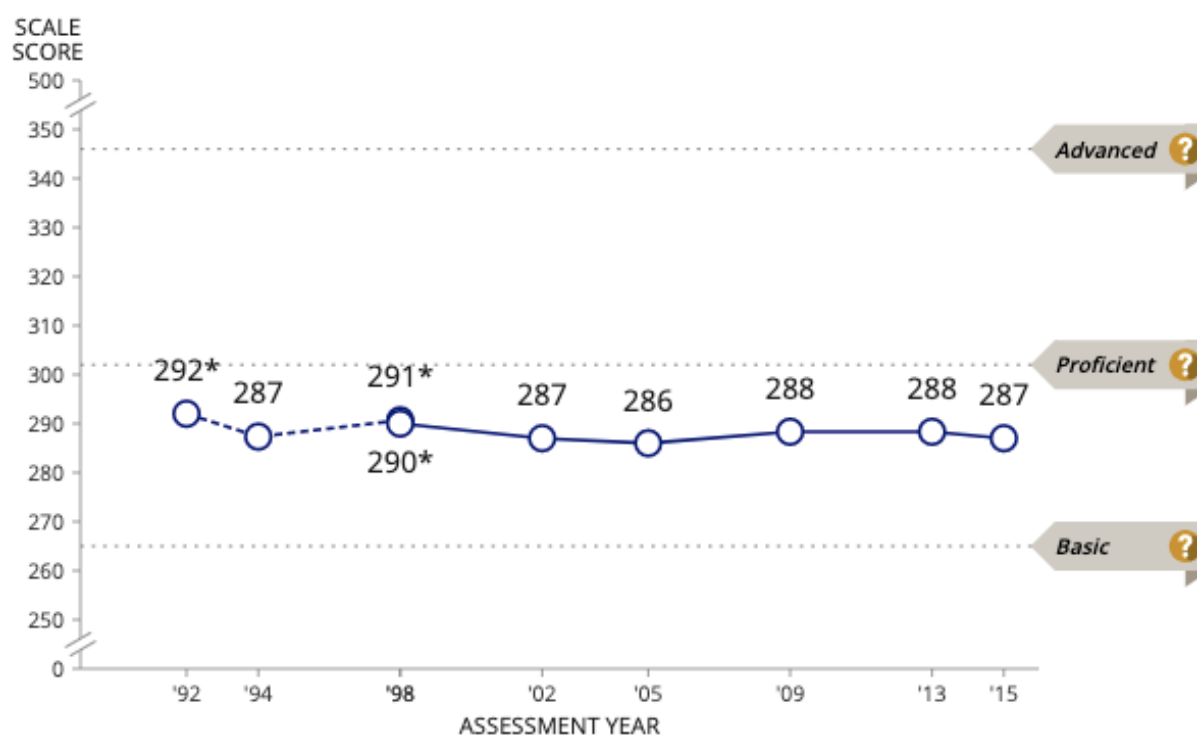


Figure 5. NAEP scores of high school seniors from 1992-2015.

The Power of Reading

Simply stated, the more one reads, the better reader one becomes (Cunningham & Stanovich, 1998; Krashen 2004). The act of becoming a lifelong reader has reciprocal and exponentially important cognitive significances for the quality of one's life. Reading skills that are acquired over time carry important effects that develop an extensive range of cognitive competencies. The act of reading itself is far more important than the immediate task of lifting meaning from a particular passage (Cunningham & Stanovich, 1998).

Reading begets reading and provides a Matthew Effect (Ari, 2013; Cunningham & Stanovich, 1998) in that children who read more, read better; while children who read less, read worse. Compounding this Matthew Effect is that those children with higher literacy skills will choose to read more regularly than those with lower skills. Because those poorer readers often choose not to engage in the practice with regularity, they subsequently fall further behind their peers (Cunningham & Stanovich, 1998; Merga, 2014; Wolf, 2018).

Stanovich and Cunningham (1992) found that exposure to print explained “significant variance in fourth- to sixth-graders' vocabulary knowledge, general knowledge, and verbal fluency performance even after controlling for differences in general cognitive ability” (Ari, 2013, p. 7). According to Maryanne Wolf (2018), author of *Reader Come Home*:

Students who have read widely will have many resources to apply to what they read. Those that do not, will have less to bring to the transaction between poem and reader, which, in turn, gives them less basis for inference, deduction, and analogical thought and makes them ripe for falling prey to uneducated information, whether it be fake news or complete fabrication. Our young will not know what they do not know (p. 56).

Much of the research indicates that the act of reading itself is a powerful element in building readers who read accurately, fluently, and understand what they read (e.g. W. G. Brozo & Hargis, 2011; Gardiner, 2005; Stephen Krashen, 2005a). Samuels and Wu (2001) determined

through a comparative study that independent reading is linked to significant gains in word recognition and vocabulary. The simple act of time spent reading creates large vocabulary differences among children. Twenty minutes of independent reading per day exposes students to almost 2,000,000 words per year. Students who spend only five minutes a day reading independently will only read 300,000 words per year (J Pilgreen & Krashen, 1993).

Reading for pleasure is linked to improved literacy outcomes (Anderson, Wilson, & Fielding, 1988; OECD, 2011) and a wealth of cognitive abilities (Cunningham & Stanovich, 2003). Improved literacy outcomes derived from habitual reading for pleasure are closely associated with academic performance in secondary school (Daggett & Hasselbring, 2007).

A 2010 study regarding the effect of summer reading setback was conducted with students from high poverty schools in Florida (Allington et al., 2010). When the study began, the students were in first grade. For three consecutive years, the students in the experimental group were given a dozen books that they chose themselves to take home and read during the summer. The books then belonged to the participating students. The children in the control group were not given any books. Survey data was collected at the end of each summer from all participants using a shortened version of the Literacy Habits Survey (Paris et al., 2004). Scores from the state mandated reading assessment, The Florida Comprehensive Achievement Test (FCAT) were compared between control and experimental groups after three years of summer book distribution.

The researchers found that the students in the experimental treatment group reported engaging in reading for pleasure over the summer more than students in the control group and had significantly higher FCAT scores. They also found that the largest gains occurred in students from the most economically disadvantaged families. Based on the responses from the Literacy Habits Survey, the researchers discovered “that treatment students were engaged in more reading activity

during the summer months , suggesting that the summer book distribution did impact summer reading activity” (Allington et al., 2010, p. 423). The results of this study join the multitude of previous data (Anderson, Wilson, & Fielding, 1988; Cipilewski & Stanovich, 1992; Cunningham & Stanovich, 1998; Samuels & Wu, 2001; Taylor et al., 1990) linking reading volume and reading proficiency.

Reading books for enjoyment is clearly associated with reading proficiency. The Programme for International Student Assessment (PISA) measures the performance of 15-year-old students in reading, mathematical and scientific literacy every 3 years. The assessment is unique in that it focuses on the application of skills and knowledge and presents problems in a real-world context. It is intended to provide a measure of students’ overall preparedness for the future, not just their academic achievement. PISA finds that a crucial difference between students who perform well in the PISA reading assessment and those who perform poorly lies in whether they read daily for enjoyment, rather than in how much time they spend reading. On average, students who read daily for enjoyment score the equivalent of one-and-a-half years of schooling better than those who do not (OECD, 2011).

Several studies support the notion that when students are given the opportunity to read for pleasure in school, they are motivated to continue to read outside of school (Anderson et al., 1988; Greaney & Clark, 1975; SD Krashen, 1995; J Pilgreen & Krashen, 1993; Von Sprecken & Krashen, 1998). Students who participate in silent reading during the school day read more outside of school, both immediately after the program ends (Pilgreen & Krashen, 1993) and many years later (Greaney & Clark, 1975). Research indicates that students who are highly motivated to read will pursue reading opportunities, make time for reading and develop the reading habit.

Therefore, if students are to become successful as adult citizens, they need encouragement to become lifelong readers (Wendt, 2013).

Since the skill of independent reading should be acquired in elementary school, secondary teachers' roles in encouraging reading for pleasure has never been clearly defined. Bunbury, (1995) suggests that teachers may believe the responsibility for encouraging reading for pleasure lies strictly with the parents, while some parents believe it is the role of the teacher. This orphaned responsibility, as Merga and Mat Roni (2018) point out, may indicate that the benefits of reading are not being successfully communicated to students by either their parents or teachers. They discovered that students who value the importance of reading beyond the acquirement of skills were often habitual readers in general, indicating a link between the subjective task value of reading and reading frequency. Accordingly, both parents and teachers should communicate the value of reading from the early years of life throughout adolescence. The sad reality is that if our students are not motivated to read, they will never reach their full literacy potential (Gambrell, 2011).

Student responses on the NAEP indicate that today's adolescents are reading books for pleasure much less than adolescents of past generations (National Endowment for the Arts, 2009; US Department of Education, 2011) As test scores continue to decline, so does the amount of time students spend engaged in recreational reading (U. S. Department of Education, 2018). The number of teens who admit they do not engage in recreational reading has quadrupled over the last 30 years from 9% in 1984 to more than 37% in 2015. Fewer than 20% of seniors in 1994 stated that they spent no time reading for pleasure. In 1997, that figure jumped to 25% and has remained steady ever since. The percentage of 13–17 year-olds who read for pleasure almost

every day was lower in 2004 than in 1984 and the percentage of adults aged 18-24 who never or hardly ever read for pleasure has also increased (National Endowment for the Arts, 2010).

The students were also asked if they agreed, strongly agreed, disagreed or strongly disagreed with several statements relating to reading. Over 51% of the students who scored below the 25th percentile either disagreed or strongly disagreed with the statement, “Reading is enjoyable.” Conversely, 87% of students who scored above the 75th percentile either agreed or strongly agreed with the same statement (Peterson et al., 2011). There seems to be a strong correlation between reading comprehension scores and adolescents’ opinions as to the enjoyment of reading. Those that deemed reading to be enjoyable were the same ones who also scored the highest.

Examining generational/time period trends in media use, Twenge, Martin & Spitzberg (2018) studied longitudinal data from over 1 million 8th, 10th and 12th grade students in the United States from 1976-2016. Their goal was to determine whether the increase in time spent on digital media was also accompanied by increases or decreases in the use of legacy media, such as books. Using a time lag design, the researchers attempted to determine whether iGen adolescents (those born after 1995) spent more or less time on digital or legacy media compared to millennials (those born between 1980-1994), Gen Xers (those born between 1965-1979), and Baby Boomers (those born between 1946-1964). Previous studies reported mixed findings as to whether time spent on digital media has replaced time spent on older, legacy media or simply supplemented it. Their results showed that “as adolescents reported spending more time with digital media, they reported spending less time with legacy media (books, magazines, newspapers, TV and movies)” (p.10). Only 16% of 12th graders reported they read a book or magazine every day compared to 60% in the late 1970s. One out of three high school seniors said they did not read any books for pleasure

in 2016, nearly tripling the number from the late 1970s. Figure 6 shows the trend in legacy media use from 1976-2016.

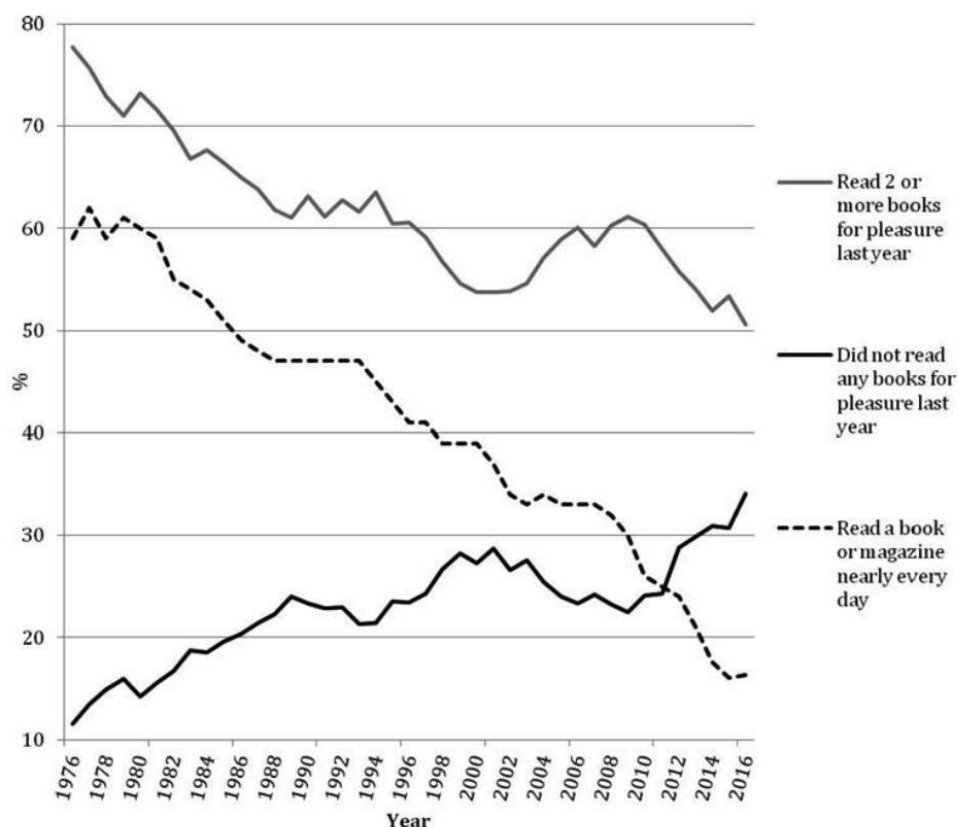


Figure 6. Trends in legacy media use, 1976-2016. (Twenge, Martin, & Spitzberg, 2018b)

The report, *To Read or Not to Read: A question of national consequence*, analyzed multiple studies that all came to the same conclusion. Our teenagers are reading books for pleasure less as the years progress and their scores on reading assessments are continuing to drop. Although it is difficult to show a true causal relationship, the trend in data seems to indicate that the less often adolescents pick up a book, the more they struggle with reading comprehension, and the less they read in general (Brozo et al., 2008; Williams et al., 2008). Adolescents who may have struggled during their elementary years will likely fall much further behind if they don't have consistent, independent practice at their individual reading levels. It is a vicious cycle as a

weak reader sees the reading process as something that is too difficult, and often avoids reading all together (Horne, 2014). Students who do not read in their free time often lose academic ground even if they are not initially remedial readers (Williams et al., 2008).

Results from the 2015 NAEP report indicated that the performance gap between abilities and expectations widens in high school and that students' reading performance reaches a plateau (Institute of Education Sciences, 2015). Almost 70% of high school seniors cannot read well enough to understand a rental agreement or fill out a job application (Hock & Deshler 2003; US Dept of Ed, 2018). If these literacy problems are not remediated by the time they graduate, it will be difficult for them to succeed in college or the workplace (Horne, 2014).

Secondary school reform advocates believe that students need multiple opportunities for engaged encounters with print in school every day (Alvermann et al., 2002). Sometime every day, they should be allowed to read. Without the opportunities for consistent, engaged reading in school, many high school students who enter high school as poor readers may graduate the same way (Brozo & Hargis, 2011). When teachers make time in school for students to read, the students read more outside of school, comprehend better and value books to a greater degree (Atwell, 2007). Giving students time to read independently in school may allow them the chance to develop a pleasure reading habit that will benefit them for life (Greaney & Clark, 1975). Gallagher (2009) stated, "What our students read in school is important; what they read the rest of their lives is more important" (p.117).

The over 550 teachers and principals who work in schools where there is a schoolwide independent reading initiative or in classrooms where time is consistently set aside for FVR, reported that their students have become empowered and engaged with reading and writing, their

skills have improved and they have learned to love reading (*Teacher & Principal School Report: Focus on Literacy*, 2017). One high school teacher from South Carolina commented:

I have seen children who thought of themselves as non-readers embrace reading and discover joy inside a book. I have seen them engage with characters and be eager to discuss the elements of the story that they see. I have also had them ask to keep a book so they can read it over and over again (p. 25)

Reading in School

Even though adolescents need a strong set of literacy skills to build on throughout their academic careers, promoting independent reading has become secondary to activities aligned with high-stakes standardized testing (Krashen, 2014; Wendt, 2013; Williams et al., 2008). The Scholastic 2017 survey regarding literacy practices in American schools found that of the 4,700 PK-12 teachers and principals who were surveyed, 94% agreed with the statement, ‘students should have time during the school day to read a book of their choice independently’ but only 77% said they were actively setting time aside for this activity. Of the 63% of teachers who wished they had more time for independent reading in the classroom, an overwhelming 90% cited ‘the demands of the curriculum don’t allow enough time (*Teacher & Principal School Report: Focus on Literacy*, 2017).

By freeing up time in the school day by eliminating test-preparation and materials, teachers will have more time and resources to spend time on research based activities that will help students develop their literacy skills (Allington & Gabriel, 2012; Krashen, 2014; Wendt, 2013; Williams et al., 2008). Guthrie (2004) indicated that there is no research to support that engaging students in test preparation activities improved their reading or test performance. Stairs & Burgos (2010) state, “Teachers should be given the professional authority to combat prescriptive curricula and test-preparation materials that are currently invading their classrooms

and implement independent self-selected reading. The result may be students who are lifelong readers and highly literate human beings” (p.48).

It is rare to see trade books displayed in any manner in a high school classroom. Even though research demonstrates that access to self-selected books improves reading performance, financial resources are most often made available for workbooks, photocopying and computers instead of classroom libraries. However, there is no research-based evidence indicating that workbooks, photocopies or computer tutorial programs (Cunningham & Stanovich, 1998; Allington & Gabriel, 2012) improve students’ reading performance.

By the time students reach high school, they spend little time reading texts at their own independent reading levels. In content area classes, many struggling adolescent readers simply search for facts rather than truly reading for comprehension (Brozo & Hargis, 2003a; Horne, 2014; Shin 2001). Teachers rarely use young adult novels in English classrooms and instead use a one-size-fits-all curriculum by teaching whole-class novels and textbook material (Brozo, 2006). Having an independent reading time when students can read whatever they choose is one of the easiest ways to build choice into a student’s school day.

Unfortunately, this part of the curriculum is often eliminated after elementary school (Biancarosa & Snow, 2006). As compared to 61% of elementary teachers who provide an average of 22 minutes a day for FVR every school day and 27% who offer FVR between one and four days a week, only 7% of high school teachers allow their students this time every day, and 14% have FVR one to four times a week (*Teacher & Principal School Report: Focus on Literacy*, 2017). Overall, 88% of elementary teachers regularly implement FVR into their daily schedules while only 21% of secondary school teachers consider it enough of a priority to devote class time to reading for pleasure.

Figure 7 illustrates the answers given by teachers and administrators to the question ‘How often is time set aside during your classes for all of your students to read a book of their choice independently?’

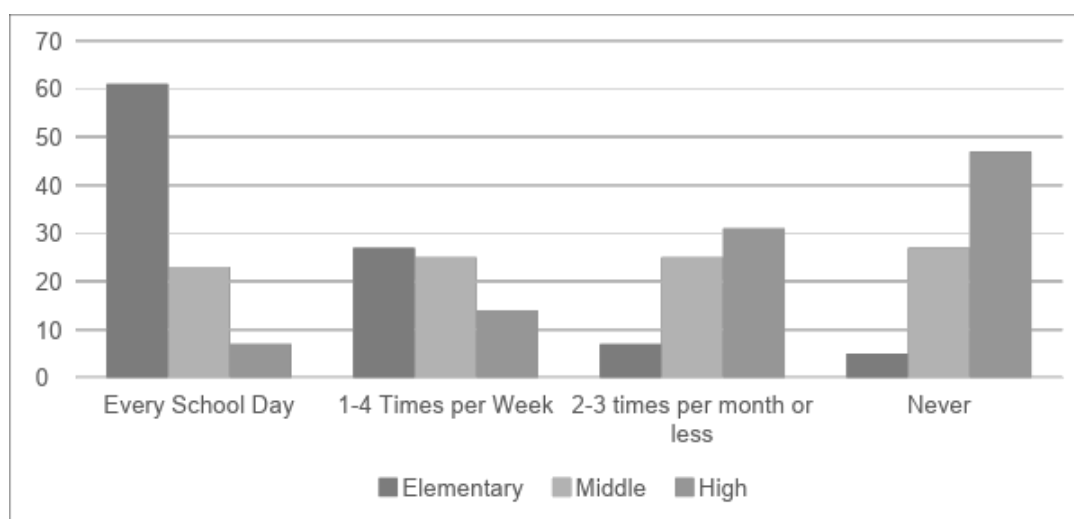


Figure 7. Frequency of Time Teachers Set Aside During Class for Independent Reading. Numbers on the left represent percentage of total respondents. Adapted from, “Teacher & Principal School Report: Focus on Literacy. (2017). Scholastic Inc.

Most children begin school with a positive attitude towards reading, although many of them show a steady decline in voluntary reading as they age. Their negative attitude towards reading becomes more prevalent in middle school and high school (McKenna, Elsworth, & Kear, as cited in Worthy, 1996). A survey of reluctant readers in a middle school showed that all the participants rated school reading negatively. They believed that reading was a school activity and not one they would participate in on their own time (Worthy, 1996). Teenagers who once loved to read as children often begin disliking the task because they no longer have any say in the matter of in-school reading (Horne, 2014).

Our Reading Brains

The transition from a print-based culture to a digital one differs radically from previous transitions from one form of communication to another and will have lasting effects that we are only just beginning to consider (Carr, 2008; Wolf, 2018a, 2018b). Technology has contributed to the changes in what we read, how much we read and how we read, allowing us to activate a “digital chain” of immediate and often overwhelming information. We have become so inundated with information that the average person now reads the same number of words each day as are contained in many novels. This has caused the belief to form that we are reading more today than ever before. Unfortunately, this form of reading is usually not continuous or sustained. It is simply a result of distractions and hyperlinks taking us from one short piece of text to another.

Rather, the 100,000 words a day (Bohn & Short, 2009) consumed by most of us occur in a massive number of text messages, emails, video games, television captions and short bits of information skimmed over quickly rather than read deeply. This massive information consumption has changed the way our brains process text. Online reading puts efficiency and immediacy above all else and may be weakening our capacity for the kind of deep reading needed for thoughtful, critical analysis (Carr, 2008; Wolf, 2018a). Yes, teens may be ‘reading’ all day long, however this type of reading has increasingly come to mean ‘finding information’, rather than ‘contemplating and understanding’.

Louise Rosenblatt theorized in the early 1970s that reading is a transaction between author and text and holds no meaning until it is read. Rather than a passive relationship, the author and reader have a dynamic one that can either be aesthetic or efferent. An aesthetic experience is one in which the reader reads for understanding, usually non-fiction, and the purpose is clearly engineered through the topic and information provided within the text. An efferent reading

experience is where the reader's purpose is simply to enjoy, usually involving fiction. The reader is carried away by the story. This is the kind of reading that cannot be captured in a skimming of text or summarized in a 40-character tweet. It involves the readers total concentration and immersion in the story. It is the kind of reading many of us are losing because of the inordinate amount of time spent reading on-screen.

Skimming is the New Normal

People rarely read Web pages word by word; instead, they scan the page, picking out individual words and sentences, in the same way we have been taught to read non-fiction printed text such as textbooks and encyclopedias. Eye tracking studies have revealed that most online readers start in the upper left-hand corner, read across the page to the right and then back to the left, working their way down the left-hand side while viewing less and less on the right (Liu, 2005). "About 80% of the time, people don't even go past the first screen. In research on how people read websites we found that 79 percent of our test users always scanned any new page they came across; only 16 percent read word-by-word" (Nielsen, 2010, p.42). Missing so much content causes comprehension to lessen as the reader tries to quickly grasp the meaning of the text. Wolf (2018b) explained, "When the reading brain skims like this, it reduces time allocated to deep reading processes. In other words, we don't have time to grasp meaning complexity, to understand another's feelings, to perceive beauty, and to create thoughts of the reader's own" (p. 58).

Study after study confirm that if your digital device has an internet connection enabling you to do more than just download books, it is likely more challenging to read onscreen than in hardcopy. Whether you ask people about distraction, concentration, or multitasking, the result is

predominantly the same. Continuous, absorbed reading can be a struggle when the medium you are using beckons you elsewhere (Baron, 2015).

We are constantly bombarded with stimuli that begs to be attended to immediately, even if the information coming our way is irrelevant to what we are currently doing. Recently, Time, Inc. conducted a study of the media habits of young adults and found that they switch media sources 27 times an hour and check their phones, on average, between 150 and 190 times a day (Twenge, Martin, & Spitzberg, 2018a). As a society, we are constantly distracted by our environments. We do not see or hear with the same attention, “because we see and hear too much, become habituated, and then seek still more” (Wolf, 2018a, p.71).

Along with the distractibility inherent with reading on-screen, comes the immediacy factor. iGen young adults and their younger peers were born into a world where entertainment was only a click away. Don’t like the first thing you click on? Click again, and again and again until you find something you do. With minimal effort, children are passively entertained, and if they are not, they are bored. They have learned to expect to always have something interesting to watch, read or listen to, and that creating an interesting experience requires little effort. Unless they are really engrossed, they have the continuous nagging suspicion that there must be a better way to spend their time than what they are currently doing. Rather than a child complaining they are bored and parents sending them outside to play, an iPad is often put in front of the child.

Many students who have cut their teeth on relatively effortless internet access may not yet know how to think for themselves. Their sights are narrowed to what they see and hear quickly and easily, and they have little reason to think outside our newest, most sophisticated boxes.

Throughout this project, I have wondered if my research even matters anymore. Will the future need deep thinkers, problem solvers and analysts? When the answers are only a Google

search away, does it matter if students are able to have the focused attention to read deeply? I can only believe that in order “to prepare for what comes next demands the absolute best of what we possess in the present adaptation of the reading brain” (Wolf, 2018a, p.70). Our students don’t know what they don’t know, and it is our job as educators to at least give them the chance to find out.

History of Free Voluntary Reading During the School Day

Setting aside time during the school day for students to read independently is not a new concept. Its roots began after World War II with the beginning of Individualized Reading (Pilgreen, 2000). Hunt (1970) encouraged teachers to create Individualized Reading Plans (IRP) that allowed for students to read self-selected materials during a quiet reading time in order to build their comprehension. Since that time, various free voluntary reading programs have been developed by educators “to develop each student’s ability to read silently without interruption for a long period of time” (McCracken, 1971, p. 12).

The most widely known free voluntary reading is Sustained Silent Reading (SSR). It is a time when an entire class, grade level or school reads silently together (Hilden & Jones, 2012; Hunt, 1970; Ivey & Broaddus, 2001; Janice Pilgreen, 2000; Yoon, 2002). The concept of SSR has been presented in many different forms over the years. Drop Everything and Read (DEAR), Daily Independent Reading Time (DIRT), Love to Read (LTR), Uninterrupted Sustained Silent Reading (USSR), Providing Opportunities with Everyday Reading (POWER), Free Uninterrupted Reading (FUR), and Sustained Quiet Uninterrupted Reading Time (SQUIRT) are just a handful of the catchy acronyms that have been used over the years (Pilgreen, 2000).

Krashen writes, “To define SSR, we must first consider the term Free Voluntary Reading (FVR), which refers to any in-school program where part of the school day is set aside for

reading” (as cited in Pilgreen 2000, p.2). It is the kind of recreational reading that people that read do every day. When an adult picks up a book to read, he reads it because he wants to, not because someone requires him to. It is the same way for FVR. There are no book reports, no comprehension questions, no reading logs or grades. Students can read whatever they wish to, including comic books, catalogs, manuals, graphic novels and magazines. If they do not like what they are reading, they are free to choose something else to read (Gallagher, 2009; Gardiner, 2007; Pilgreen 2000; Yoon, 2002).

McCracken (1971) outlined a six-step program that is very similar to the SSR standards used in classrooms today: (a) Each student must read silently, (b) the teacher reads and permits no interruption of his reading, (c) each student selects one book, magazine or newspaper, (d) a timer is used, (e) there are absolutely no reports or records of any kind, and (f) begins with whole classes or larger groups of students heterogeneously grouped.

Many researchers (e.g. Gallagher, 2009; Gardiner, 2007; Krashen, 2004; Pilgreen, 2000; Sanden, 2014; Yoon, 2002) have shown that reading, especially FVR, increases comprehension, vocabulary, grammar and writing skills, and motivation to read. In 1997 Congress asked the Director of the National Institute of Child Health and Human Development (NICHD) to assemble a National Reading Panel (NRP) to evaluate the existing research on the effectiveness of various approaches of teaching children to read (Editorial Projects, 2004). However, the report they produced had significant repercussions for the teaching of literacy in American classrooms because it drew a very different conclusion – that there was not enough data to confirm the efficacy of in-school reading (National Institute of Child Health and Human Development [NICHD], 2000).

National Reading Panel

The Panel asked seven questions specific to reading instruction; this review of literature is concerned with question number six: “Do programs that increase the amount of children’s independent reading improve reading achievement and motivation? If so, how is this instruction best provided?” (NICHD, 2000, p. 3-28). In a 33-page overview of the NRP’s findings, the Panel wrote four paragraphs addressing independent silent reading under the heading of “*Fluency*”. Rather than look at silent reading through a comprehension lens, they tried to find scientific studies that measured its effectiveness with an oral reading fluency test.

In the overview, the Panel concluded that “hundreds of correlational studies find that the best readers read the most and that poor readers read the least” (NICHD, 2000, p. 3-28). They went on to state that because these studies were correlational, they could not imply causation. They concluded that “Finally, none of these studies could even demonstrate that they clearly increased the amount of student reading because none of them measured an adequate baseline of current or previous reading engagement” (p. 3-27). They also concluded that “Despite widespread acceptance of the idea that schools can successfully encourage students to read more and that these increases in reading practice will be translated into better fluency and higher reading achievement, there is not adequate evidence to sustain this claim” (p. 3-28).

The NRP’s report had a significant impact because it helped to shape the requirements of the Reading First initiative authorized under the No Child Left Behind Act of 2001 which required that states spend federal money on only those instructional methods and materials backed by sound evidence of their success (National Reading Panel, 2000). This “sound evidence” included sources such as the NRP report which has been called the “gold standard for scientifically based reading research” (Garan & DeVogd, 2008, p. 336) and which still influences

education policy in the United States including individual schools' choices in materials and methods.

Responses to the NRP. Many scholars (e.g. Garan & Devoogd, 2008; Hilden & Jones, 2012; Krashen, 2001, 2004; Sanden, 2014; Williams et al., 2008) were shocked at the findings of the NRP and they wrote rebuttals which appeared in various academic journals. They asked the question, "Was the NRP study valid?" Devoogd and Garan (2008) wrote "There has been considerable criticism of the methodology behind, inherent flaws in, and reporting of the NRP's findings" (p. 337). Even though few education researchers use experimental treatments and control groups, the NRP was looking for scientific certainty and only selected studies that followed a medical model for research. They believed that this experimental model would result in finding a direct relationship between methods and results. By establishing such strict criteria for inclusion, there were only a handful of studies that fit their criteria for how reading research should be conducted, and they ignored the "literally hundreds of correlational studies that find that the best readers read the most and poor readers read the least" (NICHD, 2000, p. 3-21). This omission also included the findings of the NAEP which showed that "the more you read, the better your vocabulary, your knowledge of the world, your ability to read and so on" (NICHD, 2000, p. 3-21). Through the NRP's own words, they admitted that they completely ignored the hundreds of studies to support SSR in school, because they did not meet the NRP's strict selection criteria. Garan & Devoogd (2008) continue,

Given the lack of evidence as cited by the NPR and given that the evidence the panel did use was weak and poorly designed, any conclusions that SSR does not benefit children cannot be a derivation of sound data. If the research is flawed, then so are any conclusions based on it. (p. 337)

Krashen (2001) found that the NRP misinterpreted the data of six of the fourteen included studies and explained how each one gave an overall negative impression that independent reading

in the classroom was not a valuable use of students' time. "The NRP was able to reach the startling conclusion that there is no clear evidence that encouraging children to read more improves reading achievement" (p. 119). Sanden (2014) indicated that educators interpreted those results as an edict that silent reading in schools didn't matter. Policymakers used the NRP report to reduce independent silent reading time in favor of more direct, skill-based reading instruction. Classroom teachers who had been building libraries and teaching independent reading strategies for years were now being questioned on their strategies by "a report carrying the weight of a government-appointed entity" (p. 161).

By broadening the scope of acceptable studies, Krashen (2004) conducted a meta-analysis which examined the comparisons of programs that emphasized free reading versus more traditional direct instruction programs. Out of 54 studies analyzed, 51 of them (94%) showed that students in free reading programs did as well or better than students in traditional programs on tests of reading comprehension. The studies also showed that the positive impact of recreational reading increases over time. However, the NRP report didn't include any studies lasting longer than one year (Krashen, 2001).

An increasing amount of research has proven that many of the claims made by the NRP regarding independent reading were inaccurate and misinterpreted (e.g. Garan & Devoogd, 2008; Hilden & Jones, 2012; Krashen, 2001, 2004; Sanden, 2014; Williams et al., 2008). Sanden (2014) wrote, "In spite of a call by the NRP for further inquiry, little research consideration of independent reading has occurred in more than a decade" (p. 161).

In a study of 33 middle school teachers, Worthy (1996) found that reading for pleasure is viewed by some parents, administrators and teachers as enrichment rather than instruction, even though research has shown its effectiveness (Cunningham & Stanovich, 1996; Greaney & Clarke,

1975; Krashen, 1993; Shin, 1998; Worthy, 1996). The most frequently cited reason for not providing regular time for reading for pleasure was the pressure they felt to explicitly cover the skills that the students needed to do well on the statewide competency test. When time was short, they explained that reading for pleasure was the first activity to be cancelled.

Brozo and Fisher (2010) wrote that when teachers spend the majority of time on skill instruction and don't give students time to read books of their own choosing, "the literacy development trajectory of adolescents who have historically struggled to read" (p. 76) is unlikely to change. Because adolescents have a limited amount of time left in school to ensure their literacy levels will prepare them for college and the workforce, educators should adhere to the available research so their students can make the most gain in the shortest amount of time (Horne, 2014).

Success of Silent Reading

There are many studies that prove what common sense indicates, that the more a student reads, the better reader they become. The volume of independent silent reading students do in school is significantly related to gains in reading achievement. (Cunningham & Stanovich, 1996). Kirsch et al., (2002) stated that adolescent and young adults' engagement in reading, including the amount of time they spend on reading and the diversity of materials they read, is closely associated with performance and reading ability. As their reading ability improves, students' performance across disciplines also improves.

Many studies have been conducted that prove that SSR programs increase students' motivation to read and their attitude towards reading. Yoon (2002) performed a meta-analytical study and found that there was evidence to show that there were significant gains in reading attitude when students self-selected materials and read for a fixed time period. Greaney and

Clarke (1975) found that students who participate in reading for pleasure in school spend more time reading outside of school. As much as six years after the program ended, students who participated in reading for pleasure say they read more than students in comparison programs. One of the positive effects of independent silent reading is that it benefits everyone, even those students who are not good readers or do not initially value reading. Reading for pleasure motivates students to read more and people who read more, read better (Krashen 2004).

Many classroom teachers and administrators have conducted their own research and found that independent silent reading has been beneficial for their students. Trudel (2007) conducted a research study and found that it was “clear that students need to be given time to read at school. Researchers and authors from the past 20 years agree that students should be given the opportunity for self-selected reading” (p. 308). Elley and Mangubhai (1983) and Taylor, Frye and Maruyama (1990) found that overall reading and listening comprehension improved the more pleasure reading a student does.

Brozo and Hargis (2011) consulted with a high school that used grant money to implement change in their teaching strategies by adding (a) SSR, (b) young adult novels in content classrooms, and (c) making alternative textbooks available. After seven months the students were given the same reading comprehension test they were given before the changes were made. Half of the students increased their scores by two or more grade levels. One-third maintained their pretest scores with an average grade equivalent of 12.5. Gardiner (2007) has used free voluntary reading in every high school English class he has taught. He claims to have seen “the program transforms the lives of hundreds of students, teaching them to enjoy reading, allowing them to do better on tests and writings in all subject areas” (p. 16).

The Stacked for Success Model

Pilgreen (2000) analyzed 32 free reading studies in which the goals included an increase in student reading comprehension or achievement and improvement in student motivation to read. She determined that the most successful programs included eight *Factors for Success*: (a) access to high-interest materials, (b) appeal of the materials, (c) a conducive environment, (d) encouragement, (e) staff training, (f) non-accountability, (g) follow-up activities, and (h) a distributed time to read. Each of these elements are discussed below.

Access to High-Interest Materials. Access and appeal go hand in hand with the first component of SSR. The availability of quality, young adult literature that is relevant, interesting, and challenging to young adolescents increases the likelihood that students will become actively engaged as readers (Strauss & Irvin, 2000). When students are told what to read, they do not have a vested interest in the material.

Appeal of the Materials. When students are allowed to choose appealing materials to read, the chance that they will actually read increases (Nippold et al., 2005; Worthy, Turner, & Moorman, 1997).

Conducive Environment. When teachers create literacy rich classrooms similar to the ones students are accustomed to from their elementary schools, the message that reading is important becomes clear (Allington & Gabriel, 2012; Worthy, 1996).

Encouragement. When students see teachers, administrators, and classroom assistants reading at the same time the students are reading, it communicates to the student that reading is worthwhile, pleasurable and something that is valued (Pilgreen 2000; Yoon, 2002). A 1988 study by Wheldall and Entwistle studied the reading behaviors of eight- and nine- year old students during their daily silent reading time. They discovered that the children did more actual reading

when the teachers were also silently reading, then they did when the teachers were not reading alongside them. (Wheldall & Entwistle, 1988). Gardiner (2007) has used SSR in every high school English class he has taught since 1998. He writes:

More important than the type of materials students read is the fact that I read with them. Every day. Every class period. They see my books. They hear me talk about my reading. They hear me ask about what other students are reading. And they learn that reading is a valuable part of our classroom. (p.16)

He related a colleague's experience when she tried SSR in her special education classroom. She told him that her students were reading more than ever before. Many of them had said that this was the first time they had ever finished a book.

Staff Training. In order to get that level of support from the faculty, it is important that the staff understands and supports the SSR program (Gallagher, 2009; Gardiner, 2007; Pilgreen, 2000). Pilgreen (2000) wrote that without faculty support, the program may be doomed to fail before it even starts. If they don't believe in the program, they may end up sabotaging it and the students will know that the adults aren't taking it seriously. Teachers and staff members need to be trained about the components of a successful FVR program. Another area that needs attention is that of staff development. Brozo and Fisher (2010) found that student literacy cannot improve unless the entire staff makes it a priority. Concentrated staff development should begin with the teachers who show the most interest and are eager to learn new practices. When they begin to see results, their enthusiasm will grow and spread to their colleagues.

Brozo and Fisher (2010) stressed the importance of everyone remaining committed to the program. Many times, difficulties arise when school-wide change is attempted and teachers and students become defensive to that change. The teachers don't adhere to the prescribed guidelines and therefore the program is not implemented correctly and consistently. They then

abandon the practice, thinking that it is not successful (Worthy, 1996). Comprehensive staff development may help to eliminate this problem.

Non-accountability. The goal of an effective FVR program is to allow students to just relax with a good book. In order to get the most enjoyment from their reading, students should feel no obligation associated with it (Pilgreen, 2000). She wrote, “When students are held accountable for what they read, they cannot concentrate simply on the joy of reading” (p. 63). Nagy, Campenni and Shaw (2000) determined that “reading should be a spark to ignite a fire - heavy accountability tends to throw water on the spark. If it is graded, it defeats the purpose of reading to become life-long readers” (p. 188). As adult readers, when we have finished reading a good book, we do not rush out and begin writing a report about the book, or log our reading minutes in a journal. FVR demands that students be given this same freedom.

Follow Up Activities. Although there should be no accountability required in a successful SSR program, offering students time to share what they have read with their peers has shown to increase the benefit of reading for pleasure in school (Merga. 2015)

Distributed Time to Read. Providing a conducive environment, encouragement, and a distributed time to read are all important components of any successful SSR program. Sometimes having that conducive environment and distributed time at school may be the only chance a student has to read. Research has shown that adolescents are not reading for pleasure on their own time. If we don’t give them time in school, they may never read at all.

We want our students to experience “the reading flow” first documented by Csikszentmihalyi in 1990. He interviewed hundreds of people and asked them to describe how they felt when they were involved with an activity they enjoyed doing. He found that when people were experiencing success by challenging themselves in an activity that they enjoyed to

the point where nothing else seemed to matter, they were experiencing “the flow” (Csikszentmihalyi, 1990). Gardiner (2007) recounts a colleague telling him, ‘The most remarkable of these experiences for me was watching a girl read last year. As she sat silently in her chair, tears were running down her cheeks. She continued to read, completely absorbed, and not self-conscious about the tears’ (p. 24). This is the place we want to take our students.

Summary

This study adds to the limited research base that currently exists on schoolwide silent reading initiatives within secondary schools. There is overwhelming evidence that reading for pleasure improves reading ability and, in turn, performance in other academic areas. The NRP report did damage when it stated that there was insufficient evidence of the value of SSR and as a result, many school systems replaced silent reading with other activities they deemed to be more important. The results are even more damaging since the report influenced public policy and funding through No Child Left Behind.

Because schools, administrators and teachers are not judged according to whether they have a silent reading program in place, they will probably not make establishing one a priority. School librarians need to educate administrators and classroom teachers that an SSRI will not only help children and teens increase their reading ability, but also that this improvement will enable students to perform better in the academic areas that the teachers and schools are being assessed on. School librarians also need to advocate for implementation of an SSRI because some children may never become readers if they don’t become readers at school. Conducting additional research into the area of SSRIs at the secondary level may give the stakeholders of our adolescents’ literacy future more data in which to use when they make policy decisions.

CHAPTER THREE

METHOD AND DESIGN

The purpose of this study is to address the degree in which a Schoolwide Silent Reading Initiative (SSRI) impacts students' motivation, attitudes toward, and amount of time spent reading for pleasure. In the previous chapter, I analyzed the existing literature regarding adolescent literacy in the 21st century, reading motivation, the effects of reading for pleasure, and the history of silent reading in school. In Chapter Three, I present the method and design chosen for this study and describe the participants, setting, intervention and instruments used. I will also specify the procedures for data collection and analysis, concluding with limitations, delimitations, and ethical issues related to this research. I will examine the following research questions:

RQ1: What effect does participation in an SSRI have on students' motivation to read, students' attitudes towards and amount of time spent reading for pleasure?

RQ2: How do students in an SSRI program describe their experiences as a reader compared to students not in an SSRI program?

RQ3: How do teachers perceive changes in students' reading behaviors from before the intervention of an SSRI program to after the intervention of an SSRI program?

Research Design

In order to answer these research questions, I will take a mixed-methods approach grounded in pragmatic ontology. Pragmatism stems from the work of pioneers James (1907, 1995) and Dewey (1915) over a century ago by utilizing practical problem-solving research methods. Pragmatists are concerned with finding solutions to problems instead of focusing on any particular research methods. "Pragmatism opens the door to multiple methods, different worldviews, and different assumptions, as well as different forms of data collection and analysis"

(p. 11). Pragmatic researchers emphasize the research problem and use all approaches available to understand and solve it. Their research designs don't necessarily follow a tightly subscribed format and scholars are free to choose the methods, techniques, and procedures that best meet their specific needs at the time. Creswell (2018) defines mixed methods research as "an approach to inquiry that combines or integrates both qualitative and quantitative forms of research. It involves philosophical assumptions, the use of qualitative and quantitative approaches, and the mixing or integrating of both approaches in a study" (p. 249).

Educational researchers use quantitative methodologies to address research questions about causality, generalizability, or magnitude of effects. Qualitative methodologies are used to explore why or how a phenomenon occurs, to develop a theory, or to describe the nature of an individual's experience. When using quantitative or qualitative approaches alone proves inadequate to fully understand a research problem, mixing the strong aspects of both approaches can provide the best understanding of the problem (Creswell and Creswell, 2018). Since I am hoping to find generalizable and replicable findings for the secondary school population, along with developing a detailed view of the participants' reading lives, a mixed methods approach seems the best fit. By utilizing multiple forms of data, a wider and deeper answer to the research problem can emerge. Qualitative data gives the depth to the research while the quantitative data provides the width (Creswell, 2012). Both types of data are equally important because the quantitative results indicate how big the problem is and the qualitative data helps answer the question, "why."

Since I am interested in finding a real-world solution to the decline of adolescents' reading for pleasure and am hoping to generalize the findings from this study to other populations, a pragmatic mixed-methods design was most appropriate. I am interested in providing a possible

solution to an existing problem, not generate a theory of why the problem occurred. I hope to develop a well detailed view of the participants' lived experiences as readers by collecting both closed ended quantitative data and open-ended qualitative data during the same time-frame. Since one set of data does not influence the other, I chose a mixed-methods convergent parallel design.

Convergent Parallel Design

Researchers using a convergent design obtain quantitative and qualitative data at the same time and consider them to be of equal weight. Each data set is analyzed separately and then merged for triangulation. It is used when researchers want to compare, confirm, or corroborate quantitative results with qualitative findings (Creswell, 2018) and end up with valid and well-substantiated conclusions about a single phenomenon. I selected a convergent parallel design because it allowed for a more complete analysis of students' experiences as readers and their personal definitions of the value and place recreational reading has in their lives. See Figure 8 for a diagram of the research design for this study.

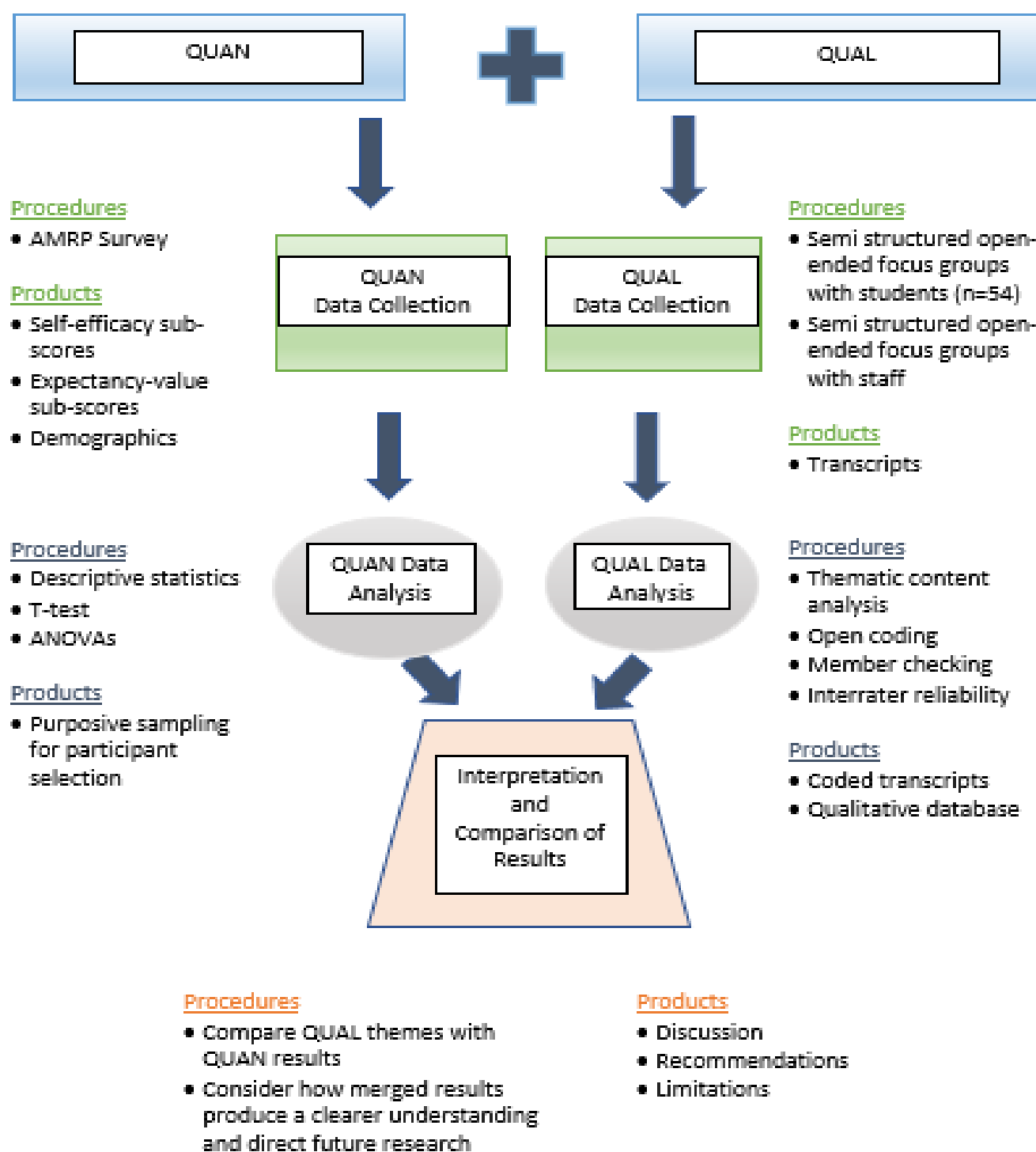


Figure 8. Convergent Parallel Design

The left side of the diagram shows the flow of quantitative data that will be collected from the AMRP and analyzed using descriptive statistics and t-tests. The path of the qualitative data obtained from the focus groups' transcripts is displayed on the right side. The qualitative data is analyzed using thematic content analysis, open coding, member checking and inter-rater reliability. Once the data has been analyzed, it will be interpreted by comparing the results in the discussion section of the report.

Sample/Participants

Context

The study will take place at a high-school in a large suburban school district in the mid-Atlantic region during the 2019-2020 school year. For the purpose of anonymity, this school is referred to as Woodrow High School (WHS). Data collection will occur from January 2020-April 2020. During the study, 1810 students were enrolled at WHS. As part of common institutional practices, students at WHS are assigned their schedule based on the number of credits in which the student is enrolled. A full course load is considered to be 8 classes, meeting for 75 minutes every other day. Students with less than 8 classes are assigned to a study block to fill up the rest of the day.

This study is situated within the SSRI already in place at WHS, commonly referred to as Read20. The initiative was first implemented as a whole-school practice in SY 2015-2016 and has become an accepted part of the daily routine at WHS. Although silent reading programs tend to be implemented in a variety of ways (Preddy, 2007), the SSRI at WHS was based on the eight factors described by Janice Pilgreen (2000) in the SSR Handbook. These include: (1) distributed time to read, (2) environment, (3) encouragement, (4) follow-up activities, (5) non-accountability, (6)

access, (7) appeal, and (8) staff training. The SSRI at WHS was designed to support each of those eight factors, which are described in greater detail in Table 4 below.

Table 4. Implementation of Pilgreen's Stacked for Success Factors

Factor	WHS' Implementation
Distributed Time to Read	The first 20 minutes of every study block is designated as self-selected silent reading for everyone in the room, including staff.
Environment	Students are permitted to find comfortable places to read. Students read on the floor, against the wall, in beanbag chairs, at desks as well as in lounge chairs and couches when available.
Encouragement	Teachers and librarians often help students select interesting material for Read20! Students are encouraged to visit the library during their study blocks after Read20! ends to check out books. Teachers and other staff members model reading for pleasure during Read20!
Follow Up Activities	Teachers are encouraged to provide follow-up activities in their classrooms to support self-selected reading, i.e. student led book discussions, book reviews and book recommendations.
Non-Accountability	Students are not given any assignments related to the material they read during Read20!
Access	Students at WHS have very good access to interesting reading material. The library maintains over 20,000 items and each study block classroom was supplied with a basket of reading materials that is rotated/updated bi-weekly. Since the program's implementation in 2015, teachers and students have been encouraged to donate books to develop larger classroom libraries.
Appeal	As mentioned above, a wide variety of texts were available to students through school and classroom libraries. In addition, I donated over 200 current YA books to the Read20! initiative to ensure that interesting materials were available to all.
Staff Training	Staff received training, materials and support for Read20! before the beginning of the school year where expectations for students and staff were emphasized. In order to model a positive example, teachers are expected to read alongside their students and the importance of students' self-selection of their own reading materials was prioritized.

Pilgreen contends that each of these eight factors are essential for an SSR program to succeed. The librarians at WHS teach their staff about these criteria, but do not have a plan in place to ensure the SSRI is managed effectively in each classroom.

Participants

Approximately 600 9th-grade students, aged 13-15 years old, at Woodrow High School in the mid-Atlantic region of the United States make up the population of the study. The school is part of a large suburban school system with 68,210 total students and eight high schools. There are four middle schools that feed into the participating high school. The overall population of the school system is split almost equally in gender, with 54% Caucasian, 24% African-American, 11% Hispanic, 8% mixed races and 6% Asian. Almost 37% of the students are from economically disadvantaged homes, 12% are identified gifted, 11% are identified with disabilities and 2% do not have English as their first language (Virginia Department of Education, 2019). Woodrow High School houses the International Baccalaureate (IB) program for the school system.

The participants chosen for this study will be purposively selected using several self-reported criteria including the subscale scores on the *value of reading* and *self-efficacy* portions of the AMRP. Because the National Assessment of Education Progress (2015) reported that female students, on average, score higher than boys on reading and writing, gender was planned to be an additional matching criterion along with similar self-reported amounts of time spent reading for pleasure. Since determination of whether a student would be in the quasi-experimental group or the control group was based on the student's schedule, using the criteria of gender and amount of time spent reading will help determine which students are matched with each other for comparison. Rossi, Lipsey and Freeman agree, (2004) that researchers should "Select targets that are identical on specified characteristics to those in an intervention group except for receipt of the

intervention” (p. 299). Once 27 matched pairs are identified and both consent and assent forms are on file, the sample will be complete. Adult participants will include the English and/or study block teachers of the participating students and the school library specialists.

Instrumentation

Several instruments will be used in this study including the Adolescent Motivation to Read Profile (AMRP), the Observation Instrument for Independent Reading at School (OI-IRS), focus groups with students, a focus group with teachers, the Read20 Tracking Spreadsheet, and a researcher reflexive journal.

Adolescent Motivation to Read Profile. The AMRP is a self-report, group administered instrument with a 4-point response scale. The 20 questions are both negatively and positively phrased and are divided into two subscales measuring student self-concept as a reader and the value they place on reading. The AMRP will be utilized in this study to address the differences in reading motivation based on the theoretical framework of self-efficacy and expectancy-value theories.

The AMRP was adapted by Pitcher, et al., (2007) from Gambrell’s (1996) Motivation to Read Profile (MRP), a normed and validated open-access tool for teachers of grades 2-6 to assess students’ motivation to read. Construct validity of the MRP was established via a confirmatory factor analysis that confirmed a two-factor solution demonstrating that motivation to read consisted of self-concept and value of reading. Cronbach’s alpha results yielded high reliability with the self-concept as a reader subscore at .75 and value of reading subscore at .82 (Gambrell, Palmer, Codling, & Mazzoni, 1996). The revision to the MRP included changes in vocabulary to make the survey more appealing to adolescents. In addition to the 20 scale items, both the MRP and the AMRP contain a structured interview protocol for qualitative data.

The Gambrell, Palmer et al., (1996) AMRP survey used in the study combined two factors, self-efficacy and value for reading, to form a total motivation to read score for each student. For example, ten of the questions from the AMRP survey ask students about their reading habits as related to their perception of themselves as readers. This includes asking them to rank how easy reading is for them, how often they understand what they read, etc. (Pitcher et al., 2007). Each answer choice received up to four points; when computed this allowed for the student's self-efficacy as a reader to be quantified (e.g, a student with a self-efficacy sub-score of 17 has lower self-efficacy of themselves as a reader than one with a self-efficacy score of 35). The same holds true for the 10 questions that relate to the value students place upon reading. Therefore, these sub-scores directly relate to the two motivational factors this study explores: self-efficacy and engagement value.

The coefficient alpha for the AMRP is 0.87 for the full scale, 0.85 for the value of reading subscale, and 0.81 for the self-concept scale. Eleven researchers at eight sites field tested the measure with 384 adolescents across the United States and the Caribbean. Of those 384 students who completed the quantitative portion of the survey, approximately 100 were interviewed for the qualitative portion (Pitcher et al., 2007). In addition to the 20 Likert type items, I added demographic items of gender, assigned study block section and assigned English teacher in accordance with the recommendations of the authors to modify and adapt the protocol as needed (Pitcher et al., 2007). The AMRP used in this study will be delivered through Google Forms and takes approximately 10 minutes to complete. The survey can be found in Appendix C. Students will complete the survey during the beginning of their second semester of the 2019-2020 school year in January of 2020. Additionally, I will observe and record students' in-class silent reading and book-selection processes during the SSRI. These observations will be recorded on the

Observation Instrument for Independent Reading During School (OI-IRDS) to describe participants' reading behaviors and decision-making processes.

Observation Instrument for Independent Reading During School (OI-IRDS). Using Rosenblatt's (1978) transactional theory of reader response and extended by Csikszentmihalyi's (1978) theory of flow, Williams, Hall, Hedrick, Lamkin, & Abendroth (2013) set out to develop an instrument that could measure the verbal and non-verbal behaviors occurring during independent reading that suggested the student was either involved or not involved in their reading. According to the authors, other instruments existed at the time, but none reported content validity and reliability.

The tool was developed by three university faculty members and one undergraduate student. Over a course of five weeks and in teams of two, the researchers videotaped and observed students during their 20 minutes of independent silent reading. They started with a blank piece of paper and noted the observable behaviors that suggested the students were on-task. After they observed and coded two classes, the researchers invited the teachers to also observe a 20-minute recording with them and used the teachers' observations to confirm or disconfirm the items the items that were being discussed for inclusion on the emerging instrument.

Once the instrument had a dozen items, it was shared with 12 literacy experts and based on their recommendations, was reworded to clarify some of the language. In order to ensure that the instrument would work across student populations while minimizing observer bias, four additional observers were trained and began observing students in three other classrooms at three other schools. Over 120 observations were conducted and since the experts did not recommend adding or deleting any items, content validity was established. In addition, interrater reliability

was 93.9% exact agreement, with a Cohen's Kappa of 0.875. The OI-IRDS can be found in Appendix D.

Staff Focus Group Schedule. The focus groups will be semi-structured, with a qualitative interview protocol designed to explore any observable changes in their students' reading behaviors. This qualitative information will be analyzed to corroborate and triangulate the student data. The Staff Focus group protocol can be found in Appendix E.

Student Focus Group Schedule. The focus groups will be semi-structured, with a qualitative interview protocol designed to explore specific aspects of the students' reading lives, both current and past. This semi-structured protocol encourages consistency across focus groups while allowing for new ideas to emerge through participants' abilities to influence the narrative. This approach also permits both the researcher and the participants to make meaning of their experiences reading for pleasure, a structure that Seidman (2005) suggests supports validity. Focus group interviews are useful for answering research questions that require an understanding of past events that led to the current situation, thus the line of questioning asks participants about their development of and influences on reading for pleasure. Through the focus groups, the context and culture of reading for pleasure is expected to emerge, enabling a better understanding of why individuals are reading for pleasure and how they see their current and past reading lives.

Students in the quasi-experimental group are also going to be asked about the Read20 program. This qualitative data will be analyzed to corroborate and triangulate the quantitative data. The Student Focus group protocol can be found in Appendix F.

Read20 Tracking Spreadsheet. The tracking spreadsheet was developed by the researcher and will be used to assess the Read20 protocol in place during the researcher's observations. I plan to specifically look for Pilgreen's (2000) Stacked for Success procedures in

place. Each time an observation is made, the researcher will note if the student had their book ready, if there was a basket of materials in the room, if that basket had been updated recently, and if the student read beyond the scheduled 20 minutes. The Tracking Spreadsheet can be found in Appendix G.

Data Collection Procedures

After IRB approval is granted from Old Dominion University and permission has come from the school system, I will contact the principal of the school under study. Once I obtain his agreement, I will contact the school librarians to implement the study in January of the 2019-2020 school year.

Using the AMRP to inform instruction, the school librarian will administer the survey via Google Forms during the freshmen students' English block, either in the library or in their classrooms. The researcher and school librarians will create baskets of high-interest young adult literature and place them in each study block classroom.

Once parents complete and sign the consent forms and students have given their assent, I will begin creating the purposively selected matched pairs for the student sample and observing those that are selected. Students' in-class silent reading and book-selection processes will be observed during this time period and recorded on the Observation Instrument Designed for Independent Reading During School (OI-IRDS) for the purpose of describing participants' reading behaviors and decision-making processes. I will use the Read20 Tracking Spreadsheet to observe the procedures during the SSRI program to determine which components were properly administered according to Pilgreen (2000). Additional notes will be taken in the Researcher's Reflexive Journal. Observations will continue through April 2020.

Teacher focus groups and student focus groups will be held in March 2020. The purpose of the focus groups is to corroborate and triangulate data gathered by the researcher through other means. Both staff and student focus groups will use a semi-structured interview protocol allowing for deeper questioning on topics of the participant's interest. All focus groups will be audio-recorded and transcribed by the researcher. See Appendices E and F for focus group protocols.

The data collection will end in April 2020, with the post-test administration of the AMRP to assess the differences in (a) student reading motivation, (b) student attitudes toward reading, and (c) amount of time spent reading between the quasi-experimental and control groups. Students in the quasi-experimental group will answer 10 additional questions on their surveys. These questions were written by the researcher and specifically address the structure of the SSRI intervention and how the program was implemented in their classrooms. See Appendix C.

Data Analysis

A mixed-methods approach will be implemented to illuminate participants' expressed beliefs, identify their reasoning behind those beliefs, and integrate the data together to provide the broadest possible understanding. Quantitative and qualitative data will be collected simultaneously but analyzed separately in parallel.

For the quantitative analysis of the AMRP data, I will begin by ensuring my data meets the six assumptions required to perform an independent samples t-test: (a) a continuous dependent variable (AMRP total and sub-scores); (b) a categorical independent variable (control or quasi-experimental group); (c) independence of observations (no subject in both groups); (d) no significant outliers (as assessed by boxplots); (e) normally distributed bell curve for each group of the independent variable as measured by Shapiro-Wilk test (S-W); and (f) homogeneity of variances, measured by Levene's Test for Equality of Variances. If the data passes the assumption

test, I will calculate descriptive statistics, t-tests, ANOVAs, mean scores and standard deviations across the two groups. Box plots of the data by group will be developed to allow intra-and intergroup comparisons.

For the qualitative analytics, I am following Moustakas' (1994) modified approach of van Kaam's method for qualitative data analysis and will thoroughly conduct the following eight steps: (1) horizontalization [the listing of every expression relevant to the experience], (2) reduction and elimination to determine the invariant constituents [testing every expression for necessity and the possibility of labeling it], (3) clustering and thematizing the invariant constituents, (4) final identification of the invariant constituents and themes by the application of validation [eliminating statements that aren't explicitly expressions or compatible to expressions], (5) constructing an individual textural description [using verbatim examples from the transcriptions], (6) constructing an individual structural description [using the individual textural description to construct a description of the structure of the phenomenon], (7) constructing a textural-structural description [creating a description based on the transcriptions and the structure of the phenomenon], and (8) finally developing a composite description of the meanings and essences representative of all the research participants.

Having the quantitative and qualitative data in a format based on thematic relevance that allows merging, higher order integration interpretation will be needed (Fetters, Curry, & Creswell, 2013), therefore, two approaches will be used. First, the results from the quantitative and qualitative data will be integrated using a joint display to show how the data converged or diverged with triangulation as the ultimate goal. Secondly, I will employ a narrative approach in the final report to weave the qualitative and quantitative data around similar themes. The narrative

will provide intragroup comparisons of the results from the AMRP with participants' quotes from the qualitative database.

Procedure

Quantitative Data Analysis. RQ #1 will be addressed quantitatively by descriptive statistics, t-tests and ANOVAs, focusing on the AMRP student responses. A t-test analysis will be used to test for differences in the means between the control and quasi-experimental groups. I will calculate three separate analyses using the dependent variables of overall score, the self-concept as a reader score, and the value placed on reading score. The independent variable is group assignment.

In order to either reject or accept the null hypothesis of my first research question: What effect does participation in an SSRI have on high-school students' motivation to read, students' attitudes towards and amount of time spent reading for pleasure? the question had to be broken down into four specific sub-questions and independent analysis performed on each data set. The questions, null hypotheses and data analysis are below.

1: Is there a difference between the total scores on the AMRP for students in an SSRI and students not in an SSRI?

H₀: There will be no significant difference between the students' total scores on the AMRP for students in an SSRI and students not in an SSRI.

2: Is there a difference between the self-efficacy sub-scores on the AMRP for students in an SSRI and students not in an SSRI?

H₀: There will be no significant difference between the students' self-efficacy sub-scores on the AMRP for students in an SSRI and students not in an SSRI.

3: Is there a difference between the value of reading sub-scores on the AMRP for students in an SSRI and students not in an SSRI?

H₀: There will be no significant difference between the value of reading sub-scores on the AMRP for students in an SSRI and students not in an SSRI.

4: Is there a difference between students' self-reported amount of time they RfP outside of school between students in an SSRI and students not in an SSRI?

H₀: There will be no significant difference between the students' self-reported amount of time they RfP outside of school between students in an SSRI and students not in an SSRI.

Because the independent variable of time is an ordinal variable rather than a scale variable, a Mann-Whitney U test will be executed rather than an independent t-test to determine if there were differences in the amount of time students RfP outside of school.

Qualitative Data Analysis. All research questions will be addressed qualitatively by thematic content analysis with open coding at the transcript line level of the staff focus group and student interview transcriptions. In the beginning stage of data analysis, I will regard every statement given by the participants as having equal weight and “list every expression relevant to the experience” (Moustakas, 1994, p. 128) that accurately represents the phenomenon recounted by the participants as they described the SSRI and/or their experiences as a reader. I will go through each interview transcript and highlight the relevant information, using transcript lines as the units of analysis.

I will test each expression to determine if inclusion of the statement would be sufficient in understanding the phenomena and would lend itself to labeling with a code. If a statement meets both requirements, it will be considered a theme of the study and become a category known as an “invariant constituent” (Moustakas, 1994, p. 121). If the statements do not meet the requirements,

or are “overlapping, repetitive and vague” they will be eliminated altogether or reworded in more exact, expressive terms (p.121). I will work with the data to collapse less common themes under the more common ones. Following Moustakas (1994) fourth step of horizontalization, I will test each of the invariant constituents to ensure they are compatible to what was explicitly expressed by each of the other participants and remove those that are irrelevant. The remaining qualitative data will be used to write a vivid and descriptive textural description of the experiences of each participant. These descriptions will provide a rich understanding of the quantitative findings and give deeper meaning to the participants’ responses. Following the convergent parallel design, I will analyze and interpret the separate results before merging the two datasets for comparison and contrast. This reflects Merriam's (2009) definition of qualitative research as a process for “understanding how people interpret their experiences... and what meaning they attribute to their experiences” (p. 5).

Discussion will include how and to what extent the results converge, diverge, are related to each other, and/or produce a better understanding of the reading habits of high school freshmen. After both data sets are analyzed separately, they will be merged by connecting the quantitative results to the qualitative data. (Creswell, 2018; Tashakkori & Teddlie, 2015). Table 5 outlines each research question with its data source and method of analysis.

Table 5. Research Questions, Data Sources and Data Analysis

What effect does participation in an SSRI have on students' motivation to read, students' attitudes towards and amount of time spent reading for pleasure?		
	Data source	Data analysis
Quantitative	<ul style="list-style-type: none"> • Field Observations • OI-IRDS • Tracking Spreadsheet • AMRP 	<ul style="list-style-type: none"> • ANOVAs • Descriptive Statistics
Qualitative	<ul style="list-style-type: none"> • transcripts from student focus groups 	<ul style="list-style-type: none"> • description of responses from semi-structured focus groups • line by line thematic analysis leading to emergent themes and codes
How do students in an SSRI program describe their experiences as a reader compared to students not in an SSRI program?		
Qualitative	<ul style="list-style-type: none"> • students' open-ended responses on AMRP • transcripts from student focus groups 	<ul style="list-style-type: none"> • description of responses from semi-structured focus groups • line by line thematic analysis leading to emergent themes and codes
How do teachers perceive changes in students' reading behaviors from before the intervention of an SSRI program to after the intervention of an SSRI program?		
Qualitative	<ul style="list-style-type: none"> • transcripts from teachers' focus group 	<ul style="list-style-type: none"> • description of responses from semi-structured focus group • line by line thematic analysis leading to emergent themes and codes

Reliability/Credibility

Several limitations concerning internal validity will need to be addressed.

1. The participants will not be randomly selected.
2. Also, the amount of treatment may vary. Some students will have more than one study block in their schedule and therefore will be exposed to the treatment twice, or as

many as three times a week, up to three times more than students with only one study block.

3. In addition, the procedures that will be in place during the SSRI program will vary from room to room, as well as the amount of interesting materials available.
4. Because the AMRP is a self-report instrument, it may not be able to determine if “students actually feel, believe, or do the things they report” (Gambrell et al., 1996, p. 523), especially when the subjects are teenagers.

At the time of the study, I will be a 57-year-old doctoral candidate in the Curriculum and Instruction program at Old Dominion University. With over a decade of educational experience in the participating school district as a classroom teacher, plus another six years as a school librarian, five of them spent studying the literature encompassing the reading experiences of children and adolescents, I find myself with a great deal of knowledge regarding the subject. This is important, as Strauss and Corbin (1990) point out:

To begin with, the researcher has to be thinking about data—preferably steeped in them, know a lot about the area under study. At the same time, he or she has to be puzzled or disturbed about some feature of those data or about their interpretations, so that questions and answers will be raised and sought (p. 29).

My background knowledge will be helpful to this research; however, at the same time I will be careful not to bring any preconceived ideas to the data collection or analysis process. I will bracket my assumptions and views on SSR and put aside my strong feelings and presuppositions about the importance of reading so as not to limit the study or superimpose a direction or premature interpretation of the data that emerges. This is an important first step to allow the voices of the participants to guide the findings, rather than my pre-conceived notions. Since I was

the school librarian that initially developed the program at my former high school and subsequently trained the current school librarians, I must not allow my biases to encroach the data analysis process.

To ensure validity, I will use member checking and data triangulation to confirm the results. Merriam (2009) described this form of investigation as “taking data and interpretations back to the people from whom they were derived and asking them if the results are plausible” (p. 69).

Confidentiality

Maintaining confidentiality of participants' identities is a vital component of most social research. Creswell (2018) maintains, “The ethical code for researchers is to protect the privacy of the participants and to convey this protection to all individuals involved in a study” (p. 65). The only risk to students is minimal and includes breach of confidentiality. In order to minimize this risk, student names will never be used. The only identifying marker on the AMRP is the student ID which I will remove and replaced with a code. Confidentiality will be ensured by associating the codes with all materials, instead of student names or ID numbers. The researcher will be the only person who knows how the codes match the student IDs, thereby creating a barrier between the students and their data. All data will be kept in a separate file from the codes on a secure server on ODU's campus. All hard copies will be kept in a locked office on the ODU campus. The recordings will not be made available to anyone but myself and the participants recorded. Recordings will be transcribed, using the previously mentioned anonymous IDs, and only the transcriptions will be used for data analysis. The participants will review the transcripts for accuracy and any discrepancies corrected. Consent forms will be given to all freshmen during their English class' library orientation. Parental signatures will be required for participation and

when returned, I will explained the student assent forms and have those students participating sign them.

At the end of the research study, the results will be reported to the school librarians, the principal of the school and the school district administration. The school librarians will be asked to disseminate the results to the participating students and staff members

Summary

This purpose of this convergent parallel mixed methods study will be to determine the effect of participation in an SSRI program on student (a) reading motivation, (b) attitudes toward reading, and (c) amount of time spent reading. Quantitative results from the AMRP and the OI-IRDS will be analyzed in addition to the qualitative results from the transcripts of student focus groups, observations of the students' in-class silent reading and book-selection processes, observations of the implementation of the SSRI program, transcripts of teacher focus groups and my researcher's reflexive journal. Chapter Four reveals the data collected and analyzed.

CHAPTER THREE

ADDENDUM

The data collection for my study as originally designed began on February 10, 2020 when consent forms were given to 339 freshmen students at a local high school. I received 26 signed consent forms and was beginning to pair students according to my protocol for my control and quasi-experimental groups. I visited the school several times a week, collecting consent forms, tracking down schedules and observing ASBs. When schools temporarily closed on March 13, 2020, I held my breath wondering what this would mean for my study. By March 23rd, Governor Northam declared all K-12 schools would remain closed for the rest of the school year due to the COVID-19 virus. I had no way to gather any more data from the students and did not have the opportunity to conduct a post-treatment survey or conduct observations or focus groups. I therefore made the following changes to my original study methodology and protocol, and with approval from the ODU IRB, tried to continue. Therefore, the only instruments used were the AMRP and the staff focus groups which became staff interviews.

RQ1: What effect does participation in a schoolwide silent reading initiative (SSRI) have on students' motivation to read, students' attitudes towards, and amount of time spent reading for pleasure?

The original study was structured to analyze data from the 2nd semester of the school year 2019-2020. Because of the school closings, I used the first semester of the school year 2019-2020 to define the duration of the treatment (ending January 21, 2020) and the AMRP scores from February 2020 as post-treatment scores. There were no pre-treatment scores to compare. The control group ($n=7$) consisted of freshmen students that did not have a study block during the first semester, while the quasi-experimental group ($n=19$) was made up of freshmen students who did

have a study block during the first semester. There would be no matched pairs. Results from the AMRP were analyzed at the total score levels, subscore levels, and the individual questions comparing the control group to the quasi-experimental group. By analyzing each level of the survey, I identified data that either supported or refuted what I believe to be true regarding the influence of an SSRI.

RQ2: How do students in an SSRI program describe their experiences as a reader compared to students not in an SSRI program?

Without the ability to speak with the students using the focus group protocol, this question was more difficult to answer. Confidentiality requirements as outlined in my proposal did not allow for collection of contact information for the students. Therefore, I had no way of collecting any additional data from them. Using the AMRP surveys as the only data source, I applied thematic content analysis to the answers given to an open-ended question.

RQ3: How do teachers perceive changes in students' reading behaviors from before the intervention of an SSRI program to after the intervention of an SSRI program?

This question was answered by completing individual interviews with three staff members. I rewrote the Staff Focus Group Protocol to reflect its new status as the Staff Interview Protocol (Appendix I). I then interviewed one librarian, one freshman English teacher and one ASB teacher using the Zoom platform. This qualitative data was used to corroborate and triangulate the student data. The voices of the teachers emerged when I couldn't hear from the students. Furthermore, all data reported and discussed in the upcoming chapters reflects the changes made to the original methodology.

CHAPTER FOUR

FINDINGS

Overview

The purpose of my mixed-methods study was to address the degree to which a Schoolwide Silent Reading Initiative (SSRI) impacted students' motivation, attitudes toward, and amount of time spent reading for pleasure both in and outside of school. The focus of my study was to add to the knowledge base of data regarding whether independent reading time for high school students who used self-selected materials influences their motivation and attitudes towards reading and the amount of time they spend reading outside of school. This chapter presents the data gathered during this study.

The first set of collected data compared responses on the AMRP to determine if levels of self-concept as a reader and indicated value for reading differed between students who spent 20 minutes 2-3 times a week reading self-selected books for pleasure during their study blocks and those who did not. This study specifically examined whether there were differences in the AMRP survey scores of ninth grade students who participated in a schoolwide sustained silent reading initiative (SSRI) and those who did not. The next set of data examined the open-ended responses students gave on the AMRP relating to their reading experiences. The last set of data collected was interview transcripts from two teachers and one school librarian. My goal was to explore and describe in thick, rich descriptions, the themes related to teachers' perceptions of the schoolwide reading initiative and those of the students in relation to their reading experiences. A description of the findings follows the data results.

Three research questions were posed, along with data collection methods from the prior chapter, to guide the procedure and accurately execute this study. The research questions

addressed whether students' self-concept as a reader, value of reading, and amount of time spent reading differed based on participation in an SSRI.

The first section of this chapter provides a rationale for the present study, while the subsequent sections are organized according to the research questions developed, and, where appropriate, the hypotheses that were statistically tested. Finally, a general summary of the results is offered for each research question examined in this study.

Reliability and Validity

The quantitative findings were derived from statistical analysis conducted on student responses to the survey items. A Chronbach's alpha calculated using SPSS version 26.0 established the internal reliability of the AMRP. The 20-item adolescent motivation to read scale demonstrated an overall Alpha score of 0.82, as indicated in Table 6. The 10 questions related to *self-efficacy as a reader* also revealed an overall Alpha score of .82, while the 10 questions related to the perceived *value of reading* scored a .77, also indicated in Table 6.

Table 6. Reliability of Instrument for Research Population

Instrument (Chronbach's Alpha Score)	Population
Total AMRP Results	.82
Total Self-Efficacy Sub-scores	.82
Total Value of Reading Sub-scores	.77

Demonstrating overall Chronbach's Alpha scores of over 0.70 confirmed the moderately high reliability of the instrument. The high reliability of sub-scores above (0.70) supported further analysis of the two subscales, as well as the composite total motivation to read scores.

My study employed a continuous dependent variable, a categorical independent variable, independence of observations and contained no significant outliers in the data, as assessed by inspection of the boxplots in Figure 9 below.

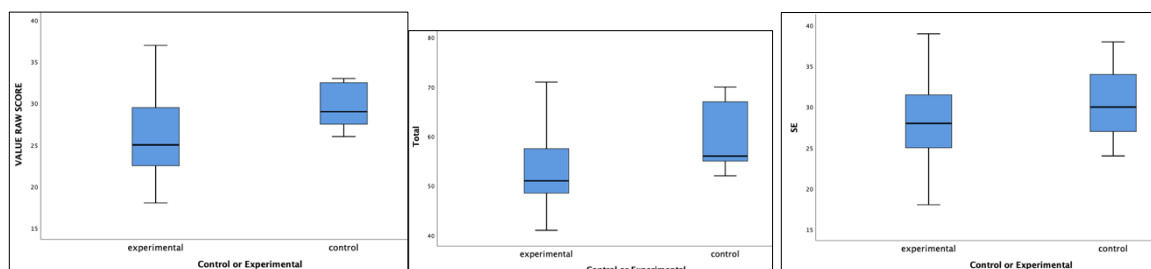


Figure 9. Mean total, self-efficacy and value of reading subscores of AMRP broken down by groups. Standard errors are represented in the figure by the error bars attached to each column.

Results from the S-W test indicated that the distribution of responses from the AMRP fit within a normal bell curve, was centered above its mean, and its spread was determined by its standard deviation. This is consistent with the requirements of Creswell & Clark (2011). In many cases, students tend to respond positively and the data, therefore, tends to often have a positive skew. Accordingly, a non-significant result (sig. Value $>.05$) indicates normality (Pallant, 2013). In this sample, the total scores, self-efficacy as a reader sub-scores and value of reading sub-scores for both the control and the quasi-experimental group were normally distributed, ($p>.05$). Table 7 shows the results of the Tests of Normality.

Table 7. Tests of Normality

Tests of Normality		Kolmogorov–Smirnov ^a			Shapiro–Wilk		
	Control or Experimental	Statistic	df	Sig.	Statistic	df	Sig.
Total	experimental	.238	19	.006	.927	19	.155
	control	.288	7	.083	.860	7	.150
Self-Efficacy	experimental	.103	19	.200*	.983	19	.975
	control	.187	7	.200*	.949	7	.721
VALUE	experimental	.156	19	.200*	.962	19	.604
	control	.211	7	.200*	.884	7	.247

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The data also met the final required assumption of homogeneity of variances as assessed by Levene's test for equality of variances for total score ($p=.768$), self-efficacy as a reader sub-scores ($p=.910$) and value of reading sub-scores ($p=.092$). The total scores, *self-efficacy as a reader* sub-scores and *value of reading* sub-scores for both the control and the quasi-experimental group were normally distributed, ($p>.05$), indicating homogeneity of variances.

Presentation and Summary of AMRP Data

Findings About Research Question 1: Total Motivation to Read

In order to either reject or accept the null hypothesis of my first research question: *What effect does participation in an SSRI have on high-school students' motivation to read, students' attitudes towards and amount of time spent reading for pleasure?* the question had to be broken into four specific sub-questions and independent t-tests run on each data set. The questions, null hypotheses and data analysis are below.

1: Is there a difference between the total scores on the AMRP for students in an SSRI and students not in an SSRI?

H_0 : There will be no significant difference between the students' total scores on the AMRP for students in an SSRI and students not in an SSRI.

An independent-samples t-test was conducted to compare the total scores on the AMRP for students who were given 20 minutes of self-selected reading, 2-3 times a week, to students who were not given that time. There was no significant difference in the scores for the quasi-experimental group ($M=54.68$, $SD = 8.99$) and the control group ($M=60.29$, $SD = 7.50$); $t(24) = -1.47$, $p = .156$, therefore the null hypothesis is accepted. Figure 10 contains a graphical representation of these findings.

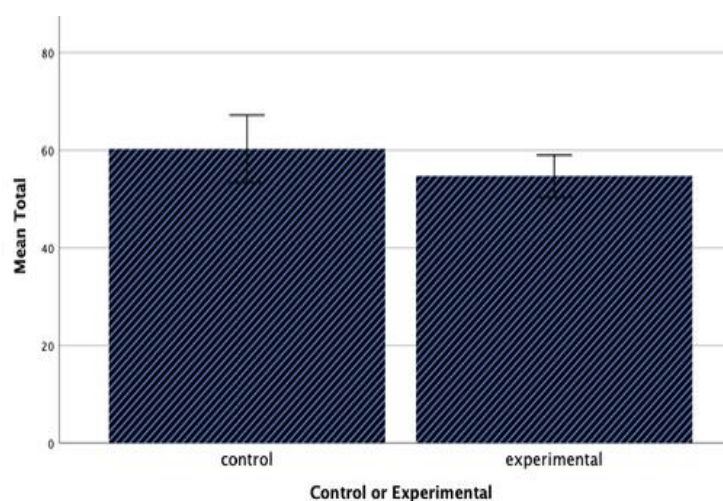


Figure 10. Mean total of AMRP scores for groups. Standard errors are represented in the figure by the error bars attached to each column.

2: Is there a difference between the self-efficacy sub-scores on the AMRP for students in an SSRI and students not in an SSRI?

H_0 : There will be no significant difference between the students' self-efficacy sub-scores on the AMRP for students in an SSRI and students not in an SSRI.

An independent-samples t-test was conducted to compare the self-efficacy sub-scores on the AMRP for students who were given 20 minutes of self-selected reading for pleasure time 2-3

times a week to students who were not given that time. There was no significant difference in the scores for the quasi-experimental group ($M=28.63$, $SD = 5.16$) and the control group ($M=30.57$, $SD = 5.10$); $t(24) = -.85$, $p = .402$, therefore the null hypothesis is accepted. Figure 11 contains a graphical representation of these findings.

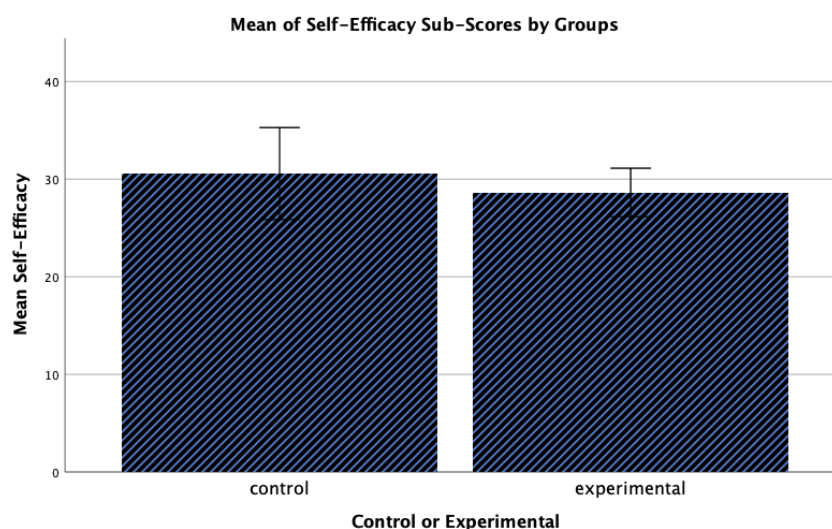


Figure 11. Mean self-efficacy sub-score of AMRP for groups. Standard errors are represented in the figure by the error bars attached to each column.

3: Is there a difference between the value of reading sub-scores on the AMRP for students in an SSRI and students not in an SSRI?

H_0 : There will be no significant difference between the value of reading sub-scores on the AMRP for students in an SSRI and students not in an SSRI.

An independent-samples t-test was conducted to compare the total scores on the AMRP for students who were given 20 minutes of self-selected reading for pleasure time 2-3 times a week to students who were not given that time. There was no significant difference in the scores for the quasi-experimental group ($M=26.05$, $SD = 5.41$) and the control group ($M=29.71$, $SD = 2.93$); $t(24) = -1.69$, $p = .105$, therefore the null hypothesis is accepted. Figure 12 contains a graphical representation of these findings.

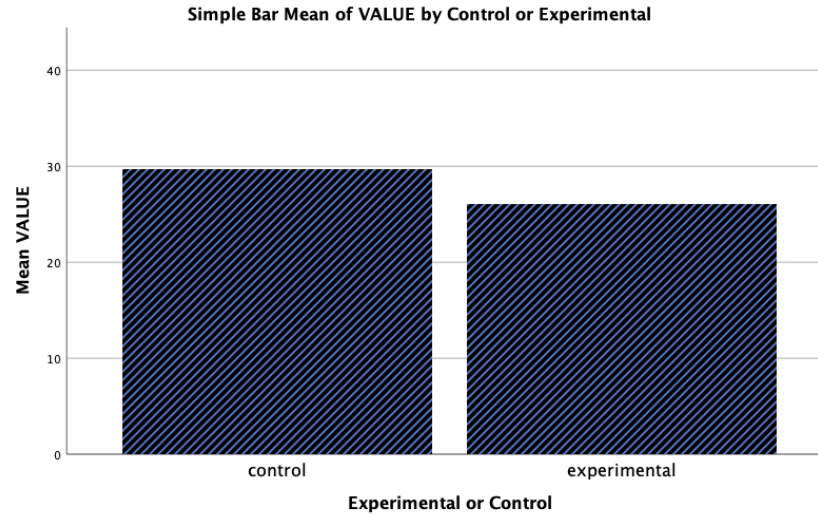


Figure 12. Mean value of reading sub-scores of AMRP for groups. Standard errors are represented in the figure by the error bars attached to each column.

4: Is there a difference between students' self-reported amount of time they RfP outside of school between students in an SSRI and students not in an SSRI?

H_0 : There will be no significant difference between the students' self-reported amount of time they RfP outside of school between students in an SSRI and students not in an SSRI.

Because the independent variable of time was ordinal rather than scale, a Mann-Whitney U test was performed to determine if there were differences in the amount of time students RfP outside of school between students in an SSRI (quasi-experimental) and students who did not have the 20 minutes of self-selected independent reading (control). Distributions of amounts of time reported were not similar, as assessed by visual inspection (see Figure 13). Therefore, the asymptotic p score was reported.

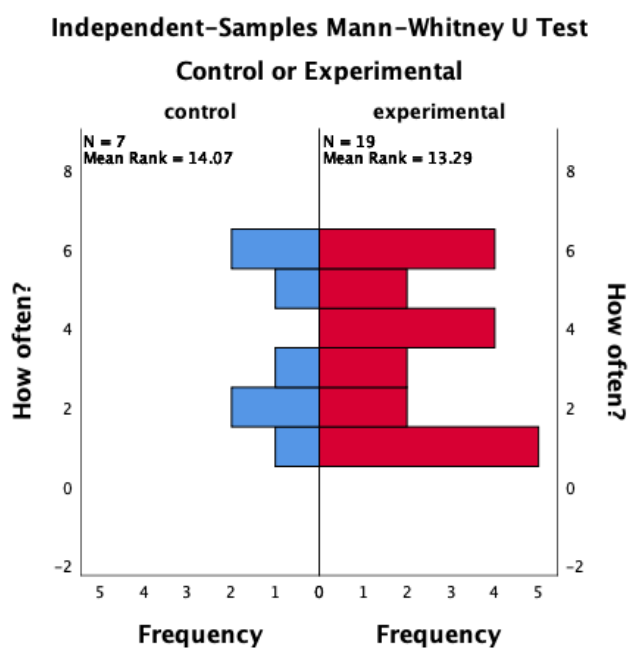


Figure 13. Independent-Samples Mann-Whitney U Test indicating unequal bell curve in amount of time students in both groups read for pleasure.

The amount of time students self-report reading for pleasure outside of school for students who were given 20 minutes of self-selected time to read for pleasure during the school day (mean rank = 13.29) and students not given time to read for pleasure during the school day (mean rank = 14.07) were not statistically significantly different, $U = 70.5$, $z = .235$, $p = .814$, therefore the null hypothesis is accepted.

Findings About Research Question 2: Description of Experiences

RQ2: How do students in an SSRI program describe their experiences as readers compared to students not in an SSRI program?

As previously mentioned in Chapter 3, the original study design called for student focus groups so the researcher could hear the students discuss their experiences as readers. Because the data collection window was closed so quickly in response to COVID-19, I was not able to

conduct those focus groups. The only qualitative data available to analyze from the students was an open-ended question on the AMRP, “*Is there anything else you would like Mrs. TRZ to know about your reading habits?*” Seventeen of the twenty-six students in the study answered this question, giving the researcher a small amount of qualitative data to analyze.

The initial line-by-line coding resulted in the following possible themes: what they read, when they read, why they read, who influenced their reading, where they read, and how they felt about reading. Using a spreadsheet to sort the responses, I determined which of these themes were mentioned most often. Nine students mentioned something regarding how they felt about reading, eight students talked about the structural component of how they read and eight students wrote about what they believed about their own reading skills. Only one student mentioned a person who was influential in their reading habits. Two students gave reasons for either RfP or not RfP.

As I worked with the data, I collapsed less common themes under the more common ones. Keywords such as choice, assigned, any mention of specific genres were all collapsed into the theme of *relevancy*. Any references to specific events or reading experiences at school or at home were combined in the *experiences* theme. Students’ descriptive ideas about why they read were included in the *value* theme. The last theme, regarding their *self-efficacy* as a reader, contained both positive and negative examples of their perceived reading abilities.

As supported by previous research, (e.g. Krashen, 2004; Malloy et al., 2017; McKenna et al., 1995; Merga, 2016; Wilhelm, 2016; Worthy et al., 1999) relevancy is extremely important to adolescent readers, and the data provided by the students in this study indicated that it is also different in nature for each individual. Students’ experiences with reading were varied, with some participants mentioning the type of reading they do in school as “assigned” and listing the different genres they RfP on their own time. Other students mentioned reading experiences that

either increased or decreased their motivation to RfP. Table 8 displays the 4 themes found in the data and the quotes stated by the students.

Table 8. Qualitative Themes

Theme	Quote
Relevancy	<ul style="list-style-type: none"> • I like reading WHEN I have a good book. I'm not interested in many books so I don't read. (emphasis placed by student) • Teachers shouldn't assign books like the Odyssey because they are difficult to understand and it makes me hate English and reading • If I pick out the book to read, I usually always understand it. But if I'm assigned a book to read, sometimes it's harder to understand if I don't want to read it". • I read Manga, which is a style of Graphic Novel that originates from Japan. They aren't in singular books, but in a series of books called "Volumes." They're read from right to left, which I find intriguing because it's different from the style I've been used to for so many years. • I read mostly every chance I get and I like to read mystery, nonfiction, historical, and sometimes realistic fiction. • I don't like how teachers force us to read books that don't go with our taste. It takes the fun out of reading and I think that's why so many kids don't like to read. • I don't read often because of sports and school, but when I get to read something I'm interested in it's fun. School books bore me a lot though. • I feel as though there are not a lot of teens that motivate each other into reading, so other teens feel as if they can make fun of those who do read. • I would like more poetry books and sports poetry books. • Reading looks fun but the books we read in our English class are really boring so that makes me not being interested in reading

Experiences	<ul style="list-style-type: none"> • I hated reading in the past but then my grandma told me to register for a library card at the central library and I started going there every day and I picked up a book and started reading. I read 3 books in the past 2 months • I read a lot, like every day • I hate reading • I don't like to be forced to read books or books that i know i won't understand and consider really boring • In my old school the teacher used to play an audio book of a chapter or read for us or do popcorn reading at the end of each period and told us to follow along, and it really helped me understand what was happening • I like to read out loud with people I feel comfortable with. • I came across a good book a few days ago so I've been reading it ever since then. • I love to read and have many books in my room, each that I've read 3-5 times on average. From 9pm to 10pm I like to read every single night then go to bed.
Value	<ul style="list-style-type: none"> • I love classics, anything by Jane Austen, Bronte, Emily Dickinson, or Shakespeare are usually my favorite because I like to see the patterns of life back then in comparison to now. Shakespeare is fun to see his patterns in speech and try and understand them. • plz dont mske me take english class • i wish i would read more but i dont know what kind of books i really like and i know reading makes you smarter but i feel lazy to do it. i dont like reading out loud • I don't really read unless I have to read. • Reading is an interesting way to spend time, you get to learn while enjoying the things you're doing.

Self-efficacy	<ul style="list-style-type: none"> • Reading has been my thing since elementary school. • I have an obsession for reading. • Sometimes when I read out loud I mess up the words and get confused • I moved from Europe six months ago. I'm not very confident and the best at reading in English, but I'm really good at reading in my language. I am still working on reading in English • I'm a good reader ... English is my strong suit so when I do find a good book, I get through it fast. • In 4th grade my reading level was an 7th grade level. • I don't read, but i'm good at it.
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Since the question of “What else do you want Mrs. TRZ to know about your reading habits?” could be interpreted a number of ways, it was interesting to note that almost all of the answers indicated that the students knew what they liked and didn’t like to read and that they only read what they liked.

Presentation and Summary of Interview Data

Two English teachers and one librarian were interviewed using an electronic virtual meeting platform. The interviews were conducted, recorded and transcribed by me, the primary researcher. Mishler (1986) believes transcription is necessary for “valid analysis and interpretation of interview data” (p.50) and is the first step in data analysis. Transcription gives the researcher the opportunity to display what is being said. According to Gee (1996), speech features such as tone, pitch stress, volume, and range are almost impossible to transfer to text when transcribing audio recordings. However, since my interviews were conducted online using a video platform, I was able to note such nonlinguistic features as facial expressions and body language when viewing the recordings. When appropriate, these observations were noted in the

transcriptions as it was important to note similarities and differences of responses or any patterns or themes that emerged as the participating staff members discussed their experiences and opinions of the SSRI at Woodrow High School.

Reliability

Once the interviews were transcribed, they were emailed to the participants for review. Each participant responded that they were comfortable with their responses and had no desire to change, add or delete anything. Therefore, data analysis of the transcripts commenced.

Data Analysis

Because the methodology of the study underwent changes due to the COVID-19 shutdown, the data collection drew more from the teacher's lived experiences than the students, as they were the only population available for interviews.

Horizontalization. In this beginning stage of the data analysis, I regarded every statement given by the participants as having equal weight and "listed every expression relevant to the experience" (Moustakas, 1994, p. 128) that accurately represented the phenomenon recounted by the participants as they described the SSRI, their experiences as a reader and their observations of their students' reading habits. I went through each interview transcript and highlighted the relevant information, using transcript lines as the units of analysis. I saved this highlighted document as its own file and then copied and pasted it into a new document to begin the next step of reduction and elimination. See Figure 14 for a horizontal example taken directly from my notes:

- TRZ: So then what are your feelings about reading for pleasure and student success?
- Mrs. East: I feel like it goes hand in hand. I try to explain that to my students. It doesn't matter what you read as long as you're reading outside of me forcing you to do it. What I feel is like when you're forced to read something you're not always going to engage if that makes sense. Even if it's a different experience of picking something up on your own. I think the thing is I want to read this as opposed to I have to.
- TRZ: Yea, that's kind of how this all came about.
- Mrs. East: 'Cause I feel like as an English teacher, you know, we see the reading habits of students and a lot of them don't have it at all. They look at reading as, like, that's boring, I don't want to do it, but at my first school we didn't do like a Read20 program. I didn't have that at all so when I came to PA, it was new to me to be like, "Oh I'm going to spend the first 10 minutes just literally reading for pleasure." But, I honestly, like in my first year, just saw how it affected certain students and they became interested in reading and I think it, I just saw so much more value in it it. I was never, like, this is 10 minutes of wasted time. I never felt that way. At first it was definitely, like, something like this is new and I have to get used to this but I saw the value right away and I will say that at the end of the day that they walked away like I enjoy or even if it's 10 minutes a day I enjoyed that.

Figure 14. Sample of horizontalization taken from interview transcript notes of the researcher.

Reduction and elimination. I then tested each expression to determine if inclusion of the statement would be sufficient in understanding the phenomena and would lend itself to labeling with a code. If the statements met both requirements, it was considered a theme of the study and became a category known as an “invariant constituent” (Moustakas, 1994, p. 121). If the statements did not meet the requirements, or were “overlapping, repetitive and vague” they were eliminated altogether or reworded in more exact, expressive terms (p.121). Each of the remaining highlighted statements was then tested against the overarching topic of reading for pleasure, leaving the possibility for the codes to be further labeled. See Figure 15 below.

1	Participant Statement	Theme
2	I always hve the idea of every year before school starts that I want to do like a bulletin board and then it's always like the last thing to get done before school starts and it never happens. Like a place where they can see it, where they put up the covers and like rate if you k now so at least people can see what other kids are reading.	recommendations
3	I did model for them during my first year but I had all English 9 kids and then they gave me all English 9 kids for study block.	procedure
4	I don't ike using the excuse that like parents don't read, because my parents never read at home, but I did. I mean I believe if your parents are reading, you're probably more likely to but I dont' know. It didn't end up that way for me. Like my parents never read for pleasure but yet, I know, I mean I never saw my mom picj up a book and here I am an English teacher, I don't know.	parental influence
5	I feel like as an English teacher, you know, we see the reading habits of students and a lot of them don't have it at all.	habits
6	I feel like reading for pleasure and student success go hand in hand.	Student Success
7	I feel like the biggest reason they don't like to read is that they've never found anything they want or enjoy reading. I try to explain to them all the time it's like, you know, you huff and puff about reading but I'm like qhen's the last time you went to the library? When's the last time you went and looked for something you actually enjoy reading?	choice
8	I have a big bookshelf with like 50 books on it and some kids will ask me which ones I've read and which ones do you like, so I'll tell them.	recommendations
9	I have kids that are my own freshmen that come into my room and grab the book they were reading in Read10 so they can read it during Read 20, which I think is cool.	recommendations
10	I have one student this year who doesn't do his work at all. He's very unmotivated you know. Ironically reading was never a battle with him. He would never do anything else, but he would read. He has ODD and was very defiant. His problem was that he wouldn't stop reading. He wouldn't do anything graded, woldn't do anything that we were doing. Yea, it's kind of surprising that he refused to do anything graded but yet the first 10 minutes in class, he's quiet and reading. So that's at least something.	success stories
11	I know the librarians do book recommendations on the morning announcements, that scrolling thing. But the freshmen never listen to them.	recommendations
12	I mean you know they were never given that opportunity to learn how to enjoy reading.	time

Figure 15. Sample of reduction and elimination phase.

Clustering and thematizing the invariant constituents. After establishing a list of seventeen categories, I combined similar invariant constituents into clusters that illustrated the “core themes of the experiences” (Moustakas, 1994, p. 121). Statements that referred to the structure of the program were recoded to program elements, eliminating the themes of teacher

modeling, procedure, program and time. Expressions mentioning any element of student choice or interest were collapsed under choice. Any mention of an activity that helped to build a reading community was coded as that, thereby eliminating habit, community and recommendations.

After an absence from the data, I returned to it for a third round of coding. At this point, any negative association towards reading or the SSRI from students, parents or teachers was coded as negative. This collapsed the themes of parents and chore. This elimination resulted in a total of eight codes: choice, community, negative experiences/emotions, program elements, reader response, success, support and value of reading. Each statement that remained from the initial reduction and elimination phase was entered onto a new Google spreadsheet along with its appropriate cluster. A sample is shown below in Table 9 and the complete codebook is found in Appendix A.

Table 9. Sample of clustering and thematizing of invariant constituents.

Student Choice	<ul style="list-style-type: none"> • Independent novels give them a chance to find something they like. • Students don't want to read what we assign. • If you start something, you can stop if you don't like it. • Not interested in Siddhartha at all • So excited since it was something he loved
Program Elements	<ul style="list-style-type: none"> • Kids know exactly what to do when they enter the classroom. • It is important for kids to see us reading. • Kids complain when time is taken away.
Reading Community	<ul style="list-style-type: none"> • Book recommendations on announcements • Student suggestions on bulletin boards • Advisory leaders doing book talks • Kids ask me which books I have read. • Adults doing book talks
Negative Associations	<ul style="list-style-type: none"> • Parents could not believe we are making their child read. • Kids grab the first book they see to fake-read. • They thought reading was only for English class. • Not going to fight that battle in ASB. • Kids rebelled against it. • Kids consider reading as a punishment.
Success	<ul style="list-style-type: none"> • Kids who had never checked out a book were doing so now. • Students say they've never read a whole book before Read20
Reader Response	<ul style="list-style-type: none"> • Nothing to compare whole class novels to because they didn't RfP • It's just like in Julius Caesar where his friends stabbed him in the back.
Value of Reading	<ul style="list-style-type: none"> • The more they were in the library getting books for Read20, the more they valued the library and saw all the other things available there. • Some teachers didn't feel like reading was going to help their students in their future so it wasn't important to read • Some teachers didn't think reading was important
Program Support	<ul style="list-style-type: none"> • Librarians doing everything they can for the teachers. • Pitched our program to our principal and he supported it from the get-go.

Final identification of invariant constituents and themes by application: Validation.

Following Moustakas (1994) fourth step of horizontalization, I then tested each of the invariant constituents to ensure that they were compatible to what was explicitly expressed by each of the other participants and removed those that were irrelevant. As all the previously mentioned codes

fall under the overarching theme of the SSRI experience and were directly stated in the transcripts, all eight of the themes remained.

Individual textural and structural descriptions. Once the categories and themes were checked against the data for each participant, a vivid and descriptive textural description was written for each participant using data taken directly from the transcriptions of the interviews (Moustakas, 1994).

Composite description. Each independent textural-structural description was combined to form a composite description of the SSRI, allowing the “meanings and essences of the experience, represented as a whole” (p.121) to emerge in the final analysis.

Findings About Research Question 3: Description of Changes

RQ3: How do teachers perceive changes in students’ reading behaviors from before the intervention of an SSRI program to after the intervention of an SSRI program?

The two teachers and one librarian interviewed for this study have different backgrounds and experience with education. Mrs. East began her position at Woodrow High School at the beginning of the 2017-2018 school year as a freshman English teacher. She earned her teaching degree in 2015 and had been teaching for two years at another school. On the other hand, Mrs. West was just finishing her 27th year as an English teacher at Woodrow and retired at the end of the 2020 school year. Mrs. Books has been a librarian for 13 years with the last 6 at Woodrow High School. Before that, she was a high school English teacher for 8 years, giving her a total of 21 years in public K-12 education. Table 10 below illustrates these demographics.

Table 10. Staff Participant Demographics Related to Teaching Experience

Name	Role	Years of Experience	Years at Woodrow
Mrs. East	English Teacher	5	3
Mrs. West	English Teacher	30	27
Mrs. Books	Library Media Specialist	21 (13 as LMS)	6

Although not intentional, interviewing one teacher at the beginning of her career and one at the end allowed me a glimpse into each of their unique perspectives. Since teachers' years of experience were not measured or addressed in this study, future researchers may want to examine the differences in program implementation based on teachers' years of educational experience.

Both teachers interviewed had different experiences with the SSRI and very different methods of implementation of Read20. Since they are both English teachers and the English department has adopted the Read10 Program, they often gave information regarding Read10 rather than Read20 during the interview. Regardless of the program, their answers indicated the value they see in RfP and the changes they have seen in students' reading behaviors since the adoption of the SSRI. The following sections begin with a quote from one of the participants and contain overall descriptions of each interview participants' responses.

I began the interviews by asking the participants the same opening question, "Do you consider yourself a reader?" All three respondents told me that yes, they in fact loved reading. Mrs. East stated she has always been a reader, and always has something to read and is usually reading more than one book at a time. She did note that during her college years, "I had definitely weaned reading for pleasure because I was reading so much just because I was an English major."

Mrs. West feels that reading is a de-stresser for her and wished she could read for pleasure more during the school year but said she was always too busy reading essays. She does read the

newspaper every day. “I could go on my phone and read the news, but I like having that newspaper in my hands,” she said. As was expected by her chosen profession, Mrs. Books also declared herself a reader. “I’m plowing through books during the quarantine like you wouldn’t believe,” she said.

When I asked the participants what they could tell me about their students’ reading habits before the start of the SSRI, I was again met with very similar responses. Mrs. West said

I feel like as an English teacher, you know, we see the reading habits of students and a lot of them don't have them at all. You know what they do. They go to the bookshelf and grab the first book they see and (uses air quotes) read it for 10 minutes. I'm like, if you actually went and looked for a book you enjoyed this wouldn't like, you know, be torture.

Success. “*The More They Are Reading, The More Successful They Are.*” I then asked each participant to give me their general feelings regarding RfP and student success. Mrs. Books believes

When students are given a choice, they are more likely to read and the more they are reading, the more successful they are. I believe choice is a big factor in them becoming successful readers. The better readers they are, the stronger they are and obviously the more they read, the more they're able to transfer that knowledge to everything they do in their core subjects.

Mrs. East and Mrs. West also agreed that RfP and student success go hand-in-hand. Mrs. West took it one step further and added, “I do think that everybody can become a reader once they choose what they like to read.” Each participant shared stories of memorable students they encountered during the SSRI. I found it interesting that many of these particular stories involved

male students, athletes, and/or students with special needs, typically the students who we don't see reading at school, visiting the library, or placing value on the act of RfP.

I heard about a boy who was crazy about football. He asked Mrs. West, "Can all my books be about football? 'cuz I really love football!" She remembered fondly

When I talked about coordinating conjunctions and conjunctive adverb clauses, he was not interested in that at all, but he can write a sentence about football using a coordinating conjunction and a conjunctive adverb. Had he maybe not spent all that time reading about football and seeing examples of how those authors did those things grammatically, yeah, yeah...

Another football player will never be forgotten by Mrs. Books.

I will never forget this kid. He was African American, a quarterback varsity football player. He came into the library, and he had Yummy: The Last Days of a Southside Shorty in his hands and was like, 'oh my gosh, I cried.' And Jen (the other LMS) and I were like 'oh my gosh', our hairs just stood on end, and he's like, 'I've never read anything before, and this made me cry. What else can I read?' We were just like you know, 'wow!' So we just kept feeding him book after book and he was reading and reading and reading. It was so cool.

And he is just one of so many, so many, that came in with that same experience that first year. I remember taking videos of kids actually coming in, African American males in particular, that seems to be our target. So many came in with that same experience. I mean, like I said, I just can't tell you how many times that happened and, you know, Jen and I would just look at each other and say, like, 'OK, we are doing something good. It's

working and we're doing the right thing.' It just was always so uplifting and heartwarming, hopeful.

Confirmation of a successful SSRI does not always come from just the students. Mrs. Books stated, “Some of the teachers say to us, ‘oh my gosh, I love this so much because, you know, I love to read and I never sit down and make myself read because I don't have the time’”. Others have reiterated how they have used the SSRI to build relationships with students. Mrs. Books tells:

There are so many teachers who have said to me, "Oh, I was reading this book and I was having a hard time connecting with this kid and something made me think that they might like this book and I gave it to them and they read it and now we have that connection.

“Some students don’t want to stop reading.” All three participants cited examples of times their students would continue (or try to continue) reading even after the assigned period of time had ended. Mrs. East told a story about one of her students,

I have one student this year who doesn't do his work at all. He's very unmotivated you know. Ironically reading was never a battle with him. He would never do anything else, but he would read. He has ODD [Oppositional Defiant Disorder] and was very defiant. His problem was that he wouldn't stop reading. He wouldn't do anything graded, wouldn't do anything that we were doing. Yea, it's kind of surprising that he refused to do anything graded but yet the first 10 minutes in class, he's quiet and reading. So that's at least something.

Speaking about the Read10 program in her English class, Mrs. West confirms, “I’ve looked up, seen the kids all in their books and I’ll kind of step back and give them an extra five minutes and then say we’ve got to start on grammar and they groan.”

In my classes we read the first 10 minutes and there have been a couple times when there’s been testing or something and I’m like, ‘OK you are not going to get to read today and they go ‘augh’ and so that makes me happy. Or when I say, OK, time is up and they’re like, ‘Mrs. West, I’m on the last paragraph, can I finish it? So that became a running joke in one of my classes because I have this one student and every time I’d say ‘OK kids, we’re done’ she gives me that look and I say except so and so because she’s on the last sentence and needs to get it done and then everybody just laughs

As far as the Read20 program in the ASB, Mrs. West added,

I have great students and they actively read during the time specified and then most of them continue to read after the allotted time. I do have this one particular student that when the timer goes off, she asks, ‘Does that mean I have to stop reading and start doing something else’? And I said no, it just means that if you want to stop reading right now you can.

“The numbers don’t tell the whole story.” Speaking about the increase in the number of books circulated since Read20 started, Mrs. Books was quick to inform me

We did see kids who had not checked out any books before Read20 who were checking them out now. Sometimes the kids would swap books amongst themselves and that’s not documented in the circulation numbers either. But if he’s finished with that book and she’s finished with her book, they trade because they’ve said to each other, ‘you have to read

this book!’ It’s not due back yet, so they’ll share it with each other. That’s a cool thing, but not reflected in our circulation numbers.

Negative Associations. “I’m not fighting that battle” Although she believes that “reading for pleasure and student success go hand in hand” Mrs. East struggled within herself to provide the SSRI to all of her students all of the time.

You know what it’s like your first year at a new school. You are just so flustered and then as soon as I started reading with them, I noticed how much more engaged they were and so then it just wasn’t ever an option. I just read with them unless something’s going crazy.

As much success as Mrs. East saw with her English students during Read10, she didn’t have that same experience with her ASB and the Read20 Program. I mentioned to her that when I had come to her ASB to observe the reading behaviors of one of the students, she had whispered to me as I entered the room, “the kids don’t read in here.” I was surprised by her comment and we discussed it further in her interview.

I pick my battles, and study block isn’t one of them after all day of dealing with ninth graders, so sorry. I mean, there are some that will read, but in my English class it is not an option because it’s part of our curriculum and is part of their grade. I mean some study block teachers are better at enforcing Read20 than others and it really comes down to a battle of, like, am I going to battle that? My study block is at the end of the day and Mrs. Books is like, I get it, but I wish you would, but I can’t really, you know, force you, but I really wish you would.

When I suggested that she tried doing the exact same thing with her study block that she did with her English class, modeling the behavior for them until it became an internalized routine, she interrupted me and said she had done that her first year at Woodrow, and that it had probably been her worst year

teaching so far. She had a full schedule of English 9 classes and then had all ninth graders in her study block which was the last class of the day. She told me, “I am done with study block. I’m not going to fight this battle. And I know that was bad on my part. I know that it’s like a slap on the wrists.”

Reader Response. “I get all these great emails about creepy characters.” I asked Mrs. West to tell me what she had noticed throughout her career regarding teenagers and their reading habits, both before Woodrow High School adopted the SSRI and since. She became passionate when she interrupted me to exclaim:

We didn't do anything. We did nothing when it came to independent novels, there was absolutely nothing. Anytime you said read, the kids were like, augh! Anytime, and a big thing was, anytime you asked them to compare what you are reading in class to something that they read outside of class or something they read for fun, there was nothing to compare it to because they did not read.

“Now,” she told me, “It’s a different story.” She remembered how the student who loved football answered her when she asked the class how Julius Caesar was like somebody else in society or another character they had read about:

Well there was this guy, you know, in my book, that played football and he thought he was all that, and had all these friends. It's just like Julius Caesar where his friends stabbed him in the back. In my book, my independent novel, they didn't literally stab him in the back, but they treated him the same. But in Julius Caesar he literally got stabbed in the back.

She continued, “So the comparisons are great because now they have something to compare with. I’m glad you asked that question, because I just thought about that. Because that’s the truth. That’s it.” I noticed a change in her demeanor after she answered that question. It was almost a

humble sobriety, as if she had just realized another benefit of the SSRI that she hadn't considered before and was reflective of what Read10 and Read20 had given her students.

She told me that before the SSRI, her students thought that “reading was something they only had to do for English class. They didn't feel like it was going to help them in their future, so it wasn't important to them.” She recalled many, many students telling her they had never read an entire book before.

And I'm like, really? 'Yea, you know, I've never really read a whole book before.' I was like, wow, ok. So then I said, 'Go make a list. You are a tenth grader so you should be able to read at least ten great books this year.' And they're all like, 'Mrs. West, I can't read ten books.' Then when they reach ten books, they are like oh, I can't believe I did it. I said, 'You did. You did.' They're so proud of themselves when they realized they could do that.

Findings about Research Question 4: Factors for Success

RQ4: “What do teachers feel are the most important factors for success during an SSRI?”

Although this was not an original research question at the beginning of the study, all of the staff participants volunteered information regarding why they thought the SSRI was successful at Woodrow High School. Since the original research questions sought to find out if participation in this SSRI increased students' motivation towards, attitudes about and amount of time spent reading for pleasure, knowing what elements the teachers feel are necessary for success became an important focus of this study in order to describe the lived experiences of the participants. The remainder of this chapter presents the qualitative analysis of data mentioned by the staff participants regarding program support, value placed on reading, student choice, building a reading community, and the necessary program elements for an SSRI to have the desired effects of increasing the motivation and amount of time adolescents read for pleasure.

Program Support. *“It’s more important at the high school level than ever to include RfP in the academic day.”* The librarians at Woodrow High School began researching the benefits of independent reading during the school day during the spring of 2016. They knew the research backed up their claims and presented a plan to their principal which utilized academic study blocks (ASB) as a time and place for the program to occur. As some English teachers had already implemented a ten-minute silent reading program in their classes called Read10, the librarians decided to piggy-back on the SSRI already in place and named the ASB program Read20. Their principal supported the SSRI from the beginning, and the librarians introduced Read20 during the pre-service week of the 2016-2017 school year. Mrs. Books recalled:

We had a chance to meet with all of our teachers and present some of the data on reading for pleasure and student success. We outlined the framework for the program and what the expectations were for the students. We told them how we would support them so that the students would have books, and that’s how it started.

They introduced the program to students through their English classes during the first few weeks of school through a book selection lesson titled *Speed Dating*. After a brief mini-lesson focusing on how to select a book based on personal interest, Mrs. Books instructed the students,

You’re gonna read the first few pages and you want to see if you are making a connection to it. I always tell them to read the inside flap and the back and just get as many details as they can. If this starts to feel like a movie or TV show you would watch, there’s a good chance you will enjoy reading the book.

The students rotated between tables which were each filled with books representing a single genre. They spent five minutes “dating” a book on the table and made notations on their graphic

organizer to determine their interest. They then rotated through each of the tables and concluded the lesson by checking out materials.

When I asked if they did a presentation each year during the pre-service week, Mrs. Books told me that they meet individually with all the new teachers to their building to explain the program and send a one-page flyer to all teachers reminding them of the procedures. This staff flyer is included in Appendix B.

When we first started Read20, the kids rebelled against it because they really didn't want to read during ASB because they considered reading as almost punishment. Like you're forcing them to do something that they don't want to do. Not only did we have kids rebel against it, we had parents saying 'You know, I can't believe you guys are making my child read.'

Mrs. Books confirmed that her principal was on board with the program from the beginning. He fielded quite a few calls from upset parents, but he supported the librarians and teachers “by telling the parents that it was schoolwide program and it's not going to hurt your child to read for 20 minutes. And he stood pretty firmly on that. So he was definitely very supportive in that way.”

Value of reading. *“Kids are so impressionable. They value what you value. You know?”*

During the *Speed Dating* lesson, the librarians also told the students why they believed reading is so important:

Why do you think it is that we teachers and librarians want you to read? Uh, 'cuz we have to or whatever they say, and I say 'what do you think we're getting out of it? Why do you think we go into this profession? Do you think we get into this job because it's easy, 'cuz we make lots of money?' They have a bunch of answers and it usually comes out that we like to see students succeed. Our ultimate goal is to make them successful. I always talk

about the data between people who are successful in life and their ability to read and then people who are not. I talk about crimes being committed and if you are only on a third grade reading level, what are you going to do to make money? You won't have as many options. So anyway, we talk about that and the number of people in jail with low reading levels or who can't read at all. We talk about that too.

Mrs. Books also believes that the SSRI helped students respect the library as an important space in the building. She explained:

I think the more that we had conversations with them and the more that they saw us on a regular basis and the more activities that we did to connect them to reading and the more...I guess they got in the library more and saw things like, oh they put out puzzle. Oh, they let us draw on that chalkboard. That's fun. Oh, you know they have games. You know I think that the more they were in the library to get books to read for the program, the more they were, I don't know if respect is the right word, the more they were valuing the library than they were before.

Mrs. East remembered her first experiences with the SSRI:

I never thought this is 10 minutes of wasted time. I never felt that way. At first it was definitely something I had to get used to but I saw the value right away and I will say that at the end of the day that they walked away thinking, like, I enjoyed that and even if it's only 10 minutes a day, I enjoyed that. I just saw so much more value in it and saw how it affected certain students and they became interested in reading.

Mrs. West spoke to me about how she modeled behavior for her students:

I do think it's important for kids to see us reading. I think it's important for kids to see us using a dictionary. In my honors classes, I got out the actual book dictionary and looked

up something just so they would see that it's ok to use. I realized that my kids started doing that too. When they saw something that they didn't understand, they just grabbed the dictionary and asked if they could use it.

Choice. “When You are Forced to Read Something, You are Not Always Going to Engage.” The teachers and librarian at Woodrow High School told me essentially the same stories over and over again. When they gave the students the options of choosing their own materials to read, engagement and actual reading was much more likely to occur. Mrs. East tried to explain to her students:

*In a sense they **are** (emphasis added) forced to read for 10 minutes but what I tried to explain to my kids is that I'm not forcing you to read a particular book. You can read a comic book. You can choose non-fiction. You could choose sports, you know whatever it may be. So I'm trying to get away from the whole thing that I'm forcing them to read. What I feel is like when you're forced to read something you're not always going to engage, if that makes sense. Even if it's a different experience of picking something up on your own. I think the thing is, I want to read this as opposed to 'I have to.'*

Mrs. West believes “Students don't always want to read what is assigned. An independent novel gives the kids a chance to find something they like.” Referring back to her student who loved football, she said, “Every week he would come in and say, ‘Hey, I got another book about football’ and we'd talk about it. The fact that he was excited to read, for me, was more than enough.” She always tells her students that if they start a book but find out they don't like it, it is okay to stop. “I don't want them to hate what they are reading,” she told me.

Program Elements. “It’s Just Part of Your School Day.” All three participants believed that the routine of starting the block with SSR was a positive. Mrs. East found:

It's like my ten minutes of, you know how it is, when they first come in, you know getting them settled in, like it's just kind of nice to be able to sit down, my kids get in such a habit of, they know, like, you don't ask what we're doing today, you don't do anything until Read10 is over; unless, like, it's an emergency. And I've got to say, it's kind of nice that they can come in and we all get in the habit, we kind of all start on the same page. Of course that happens in some classes easier than others, but it is nice that I also have that ten minutes of peace.

Mrs. West agreed:

I think it's a good way to start class because I'm all about routines. I think students need routine and when they come in the class and then they know they are going to read for 10 minutes, anything they want to read for 10 minutes, it gives you that quiet time and then you start the lesson 10 minutes later.

As did Mrs. Books:

It sets the tone for the beginning of ASB because everybody is quietly reading. Then the other thing that is not necessarily documented is that, and I love this too, sometimes I'll go into their study block to ask a teacher a question but when I do, I'll kind of snoop to see what they are really doing. I was to see what they are doing and if it's past the Read20 time, I will see half the class who are still reading their books because they're so into it. That's another really cool thing too.

When we started Read20, we went to the dollar store and bought baskets. We numbered them and filled them up with a variety of reading materials. So, you know, the

teachers didn't have to do anything. They had the baskets and the kids are coming down during their English classes to get the books checked out and then it was cool because you know the teachers started reading books and saying to a kid, 'Hey, I really liked this book. I think you'll like it too.'

Reading Community. *"We Were Building That Reading Community."* During her English classes, Mrs. West assigns an independent novel each nine weeks that concludes in a student-led booktalk. She remembered the book-talks always being the highlight of the quarter:

Usually I tell them, OK guys, I'm going to have to close this door because if anybody walks by, they're going to say 'What is going on in that class?' It's always so funny, and yea it's a little loud. They're enjoying their books. It's amazing. The types of books they choose always surprises me.

Mrs. West swelled with pride when she talked about a project she implemented along with her English Department peers regarding the book-talks. After attending a reading conference in 2018, Mrs. West began arranging for other adults within the Woodrow High School community to share their recommendations with her students. "The adult book-talks is one of the things I am most proud of as an English teacher," she cooed. "The kids knew the English teachers and the librarians valued reading but believed reading was only something you had to do for school."

Mrs. Books also told me about that program:

They asked people in the building, ya know, adult faculty, counselors, clinic, administrators, people who were not their teachers to come in once a month and do a booktalk for the kids. So that's pretty cool. You know to have your nurse from the clinic come in and tell you about this book she read. Security guards, counselors. The English

teachers said they wanted their students to see other people besides you guys, 'cause they know you read all the time.

All the staff members spoke highly about the adult booktalk program.

Summary

An independent-samples t-test was run to determine if there were differences in total scores, *self-efficacy to read* sub-scores and perceived *value of reading* sub-scores between students in the control group and those in the quasi-experimental group who received 20 minutes of self-selected reading 2-3 times a week. There were no statistically significant differences in the two groups' AMRP total scores, self-efficacy sub-scores or value placed on reading sub-scores.

A Mann-Whitney U test was executed to determine if there were differences in the self-reported amount of time students RfP between students in the quasi-experimental group and students in the control group. The test results indicated no statistical significance between the groups.

The virtual interviews were transcribed by the researcher and analyzed utilizing Moustakas' (1994) modified approach of van Kaam's method of horizontalization, resulting in a total of eight codes; choice, community, negative experiences/emotions, program elements, reader response, success, support and value of reading. Textural and structural descriptions were written for each participant using the eight codes as a guide.

I identified additional findings during the transcription of the interviews relating to the factors needed for a successful SSRI. I analyzed that data using the previously mentioned codes as they related to the factors of a successful program. In Chapter Five, I discuss the key findings, implications for practice, implications for research and the limitations of my study.

CHAPTER FIVE

DISCUSSION

Overview

The purpose of my mixed-methods study was to address the degree to which a Schoolwide Silent Reading Initiative (SSRI) impacts students' motivation, attitudes toward, and amount of time spent reading for pleasure both in and outside of school. The focus of my study was specifically to determine if providing independent reading time to high school freshmen using self-selected materials influences their motivation and attitudes towards reading and the amount of time they spend reading outside of school. This chapter presents the data gathered during this study.

The first set of collected data compared quantitative responses on the AMRP to determine if levels of self-concept as a reader and indicated value for reading differed between students who spent 20 minutes 2-3 times a week reading self-selected books for pleasure during their study blocks and those who did not. This study specifically examined whether there were differences in the AMRP survey scores of ninth grade students who participated in a schoolwide sustained silent reading initiative (SSRI) and those who did not. Two subscales of the instrument measured an adolescent's self-concept as a reader and the value they place on reading. Student responses to the open-ended question, "Is there anything else you would like Mrs. TRZ to know about your reading habits?" was the only available qualitative data from the students.

Since the original purpose of reporting the students' voice became impossible due to unforeseen school closures, I switched the qualitative focus to exploring and describing in thick, rich descriptions, the themes related to teachers' perceptions of the SSRI. In this final chapter, a summary and synthesis of the findings related to the research questions is presented and tied to

the reviewed literature. This chapter presents a synthesis of the findings related to the research questions.

Findings

The findings of this study were derived from quantitative statistical analyses conducted on students' responses to items on the AMRP survey and interpretive analysis of their responses to the open-ended question, "What else do you want Mrs. TRZ to know about your reading habits?" The Chronbach's alpha for the overall survey was .82, well above the accepted .7 level for the social sciences (Creswell, 2002). Cronbach's alpha for the *self-efficacy as a reader* section (.82) and the *value-of-reading* section (.77) were also above the accepted level. The qualitative data on the AMRP was analyzed using the central steps of qualitative data interpretation and analysis identified by Creswell (2011).

I transcribed and analyzed the video transcripts following Moustakas' (1994) modified approach of van Kaam's method of horizontalization. Common themes were identified and further analyzed for similarities in statements and meanings. Categories were changed, refined, and created throughout the analysis. These analyses led to the identification of patterns and the development of study themes used to support conclusions. To ensure validity of the data, the researcher used member checking and data triangulation to confirm results. As is characteristic of a mixed methods study with a convergent parallel design, the quantitative and qualitative results relative to each research question are presented first, followed by a discussion of the two merged data sets.

Research Question 1: Findings and Conclusions

The first question investigated: *Does participation in an SSRI have an effect on students' motivation to read, students' attitudes towards and amount of time spent reading for pleasure?*

This research compared a group of students who were given 20 minutes of free-choice reading two-three times a week to students who did not have the free-choice reading time. In order to either reject or accept the null hypothesis, the question had to be broken down into four specific sub-questions and independent data analysis run on each data set.

The quasi-experimental group (N=19) had a mean of 54.68 and the control group (N=7) a mean of 60.29, out of 80, in overall score. Results of an independent t-test indicated there was no statistically significant difference in the mean of the overall scores. Therefore, at a probability level of 0.05, the data accepts the null hypothesis that there are no significant differences between students' motivation to read, students' attitudes towards reading and amount of time spent reading for pleasure between students who were given 20 minutes of free-choice reading 2-3 times a week to students who did not have the free-choice reading time. This finding was rather surprising to the researcher and she wanted to dig deeper into the data to uncover potential reasons for this result.

When examining the data at both the sub-topic and individual questions' level, the null hypotheses were both accepted. With the groups being so small, the results are not generalizable and validity became an issue. However, it's hard to know if the implementation of the SSRI had anything to do with the students' perceived value and enjoyment of reading for pleasure. With such a limited amount of qualitative data and none of it verbal, I really had to hope that the students who responded to the open-ended question were representative of the population. This extremely limited data set jeopardized the reliability and generalizability of the study and will be explored further as I discuss the data for Research Question Two.

Research Question 2: Findings and Conclusions

Research question #2: *How do students in an SSRI program describe their experiences as a reader compared to students not in an SSRI program?* unfortunately remained mainly unanswered in this study. As previously mentioned in Chapter 3, the original study design called for student focus groups in order for the researcher to hear from the students regarding their experiences as a reader. Because the data collection window was closed so quickly due to the school's closure in response to COVID-19, I was not able to conduct those focus groups. The only qualitative data available to analyze from the students was an open-ended question on the AMRP, *"Is there anything else you would like Mrs. TRZ to know about your reading habits?"* Seventeen of the twenty-six students in the study answered this question giving the researcher a small amount of qualitative data to analyze. The limited amount of data available did support my original hypothesis that some adolescents find reading self-selected material enjoyable and spend some of their free time doing so, while most of the teens report they don't find reading to be a pleasurable activity and spend very little time engaged in RfP.

Of the 30 distinct comments provided by the participants, 13 were generally positive (+), 11 were generally negative (-) and 6 comments had both positive and negative (+/-) elements in the statements. An example of a +/- statement is, "If I pick out a book to read, I usually always understand it. But if I'm assigned a book to read, sometimes it's harder to understand if I don't want to read it." The first part of the statement is positive in nature, i.e. the student usually understands self-selected material; however, the second part of the statement, i.e., uninteresting assigned material is harder to understand, is negative in nature. It was interesting to note that each of the +/- comments relating to the theme of relevancy were positive in support of student selected materials and negative towards teacher assigned books. These findings are in line with

the results of similar studies (e.g. Merga, 2014; Pilgreen, 2000; Pitcher et al., 2007; Taylor, 2014; Wilhelm, 2016).

As supported by previous research, (e.g. Krashen, 2004; Malloy et al., 2017; McKenna, Kear, & Ellsworth, 1995; Merga, 2016; Wilhelm, 2016; Worthy, Moorman, & Turner, 1999) relevancy is extremely important to adolescent readers, and the data provided by the students in this study indicated that it is also different in nature for each individual. Students' experiences with reading were varied, with some participants mentioning the type of reading they do in school as "assigned" and listing the different genres they RfP on their own time. Other students mentioned reading experiences that either increased or decreased their motivation to RfP.

Other ambiguous +/- statements appeared under the themes of Experiences and Self-Efficacy. Students used strong words to describe their experiences such as "hate," "love," "forced," "really helped me understand," "people I feel comfortable with," and "every single night." The one +/- statement relating to Experience was given by a student who described how he used to hate reading (-) until his grandmother urged him to get a library card (+). He recalled daily visits to the library where he "picked up a book and started reading." He proudly added that he "has read three books in the past two months." The final +/- statement fell under the theme of Self-Efficacy. A student said, very simply, "I don't read (-), but I'm good at it (+)." This statement puzzled me. The student obviously showed a high amount of self-efficacy but stating he didn't read indicated a low value placed on reading. Had I been able to talk to this student, I may have uncovered the reasoning for this conflicting statement.

Wigfield and Guthrie (1997) reported that self-efficacy as a reader is a crucial factor in reading motivation and engagement. Students who reported a positive value of reading used words such as "intriguing", "obsession" and "interesting". Conversely, students who reported a

negative association with reading usually gave a reason for feeling that way. It was interesting to note that these reported reader identities were only mentioned as they related to RfP. None of the students reported that academic reading played a role in their self-efficacy or reader identity.

When looking at the qualitative data given by the 26 participants as a whole, we see that while far from conclusive evidence, these findings do show that many students find reading to be a pleasurable activity. Again, we must question the reliability of this data with such a small sample size. Did only the students who enjoyed reading for pleasure return their consent forms before schools were closed? Of those students, did only the ones who had higher self-efficacy answer the open-ended question? These types of questions must be asked when considering the data shown below in Tables 11 and 12.

Table 11. Joint display of quantitative and qualitative data regarding Value of Reading

Value	
Quantitative	Qualitative
I think reading is an ok way to spend time (m=2.50)	Reading is an interesting way to spend time, you get to learn while enjoying the things you're doing. (student)
I sometimes tell my friends about good books I've read (m=2.5)	
People who read a lot are interesting (m=2.69)	I wish I would read more but I don't know what kind of books I really like and I know reading makes you smarter but I feel lazy to do it. (student)
Knowing how to read well is important (m=3.42)	
When someone gives me a book for a present, I feel sort of happy (m=3.00)	
As an adult, I will spend some of my time reading (m=2.88)	I read a lot and have had an obsession for reading. I love to read and have many books in my room, each that Ive read 3-5 times on average. From 9pm to 10pm I like ro read every single night then go to bed. I read mostly every chance I get and I like to read mystery, nonfiction, historical, and sometimes realistic fiction. I don't read a lot and if I do, I read on my phone and listen to music.
I would like my teachers to read aloud in my classes almost every day (m=2.46)	In my old school, the teacher used to play an audio book of a chapter or read for us...and told us to follow along, and it really helped me understand what was happening.
My best friends think reading is a fun thing to do (m=2.23)	
Reading a book is something I sometimes like to do (m=2.77)	I love classics, anything by Jane Austen, Bronte, Emily Dickinson, or Shakespeare are usually my favorite because I like to see the patterns of life back then in comparison to now. I like reading WHEN I have a good book. I'm not interested in many books so I don't read. I came across a good book a few days ago so I've been reading it ever since. I read Manga, which is a style of graphic novel that originates from Japan. They're read from right to left, which I find intriguing because it's different from the style I've been used to for so many years. I just don't read.
I think libraries are interesting places to spend time (m=2.58)	I hated reading in the past but then my grandma told me to register for a library card at the central library and I started going there everyday and I picked up a book and started reading. I read 3 books in the past 2 months.

Table 12. Joint display of quantitative and qualitative data regarding Reading Self-Efficacy

Self-Efficacy	
Quantitative	Qualitative
My friends think I am an <u>OK</u> reader (m=2.78)	
I read about <u>the same as</u> my friends (m=2.78)	Reading has been my thing since elementary school. I moved from Europe six months ago. I'm not very confident and the best at reading in English, but I'm really good at reading in my language. I am still working on reading in English.
When I come to a word I don't know, I can <u>sometimes</u> figure it out (m=3.38)	Sometimes when I read aloud I mess up the words and get confused.
When I am reading by myself, I understand <u>some</u> of what I read (m=3.27)	If I pick out books to read, I usually always understand it. But if I'm assigned a book to read, sometimes it's harder to understand if I don't want to read it.
I am an <u>OK</u> reader (m=2.73)	In 4 th grade my reading level was a 7 th grade level.
I worry about what other kids will think if they see me reading <u>disagree</u> (m=3.0)	I feel as though there are not a lot of teens that motivate each other into reading, so other teens feel as if they can make fun of those who do read
When my teacher asks me a question about what I have read, I <u>sometimes</u> think of an answer (m=3.04)	Teachers shouldn't assign books like the odyssey because they are difficult to understand and it makes me hate English and reading.
Reading is <u>kind of hard</u> for me (m=3.23)	I'm a good reader. English is my strong suit so when I do find a good book, I get through it fast.
When I am in a group talking about what we are reading, I <u>sometimes</u> talk about my ideas (m=2.31)	In my old school, the teacher used to play an audio book of a chapter or read for us or do popcorn reading at the end of each period and told us to follow along, and it really helped me understand what was happening.
When I read aloud, I am an <u>ok</u> reader (m=2.38)	I like to read aloud with people I feel comfortable with

The above tables illustrate the mean response rate on a scale of 1-4 with 2.5 being the median. The underlined/highlighted word or phrase is the corresponding response of the reported mean score. For example, if the mean score shows m=2.38, the statement was purposefully included in the table using the text from the “2” choice from the survey. Please reference Appendix B for the full AMRP. Column 2 of the table contains the qualitative data in the form of a quote addressing a similar theme. The qualitative data was taken from the answers given by the sample to the open-ended question of “*What else would you like Mrs. TRZ to know about your*

reading habits? If there was no qualitative data available from the students that addressed the AMRP statement, the tables were left intentionally blank.

As I was analyzing the qualitative data, one of the first things I noticed was that none of the students mentioned anything about their reading lives in relation to their friends. Even though the quantitative data showed all the statements regarding friends scoring at or above the median, none of the students chose to mention in their short answers that their friends played any part in their reading lives. There was no indication from the students that they recommended books to their friends or discussed what they read amongst themselves. If anything, their statements leaned towards reading being an isolated experience. Since many studies have suggested that friends have a powerful influence on adolescents' school adjustment, attitudes, and behaviors (i.e., Berndt & Keefe, 1995; Finn & Rock, 1997), it may be beneficial for teachers and librarians to utilize these naturally occurring relationships. However, just because the students in this sample did not mention their friends on the AMRP, doesn't mean they wouldn't have divulged different information if the focus groups had occurred.

The highest mean Value of Reading sub-score was $m=3.42$ in response to the statement "Knowing how to read well is important". Although the majority of students in the sample reported that knowing how to read was important, none of them commented on the importance of reading when giving statements about their reading habits.

I found the mean of 3.38 on the "When I come to a word I don't know, I can sometimes figure it out" statement to be the highest score of the Self-Efficacy sub-scores. Additionally, the qualitative comments regarding text difficulty followed a similar format across the sample. The students labeled assigned reading as difficult and self-selected texts as easier to understand and interesting. This data is triangulated by the transcripts of the staff interviews

Research Question 3: Findings and Conclusions

The third question: *How do teachers perceive changes in students' reading behaviors from before the intervention of an SSRI program to after the intervention of an SSRI program?* was investigated by conducting three virtual interviews with two teachers and one school librarian who have very different backgrounds and experience with education. Mrs. East began her position at Woodrow High School at the beginning of the 2017-2018 school year as a freshman English teacher. She earned her teaching degree in 2015 and had been teaching for two years at another school. On the other hand, Mrs. West was just finishing her 27th year as an English teacher at Woodrow High School and retired at the end of the 2020 school year. Mrs. Books has been a librarian for 13 years with the last six years at Woodrow High School. Before that, she was a high school English teacher for eight years, giving her a total of 21 years in public K-12 education. Table 10 in the previous chapter contains these demographics.

Both teachers interviewed had different experiences with the SSRI and very different methods of implementation of Read20. Since they are both English teachers and the English department has adopted the Read10 Program, they often gave information regarding Read10 rather than Read20 during the interview. Regardless of the program, their answers indicated the value they see in RfP and the changes they have seen in students' reading behaviors since the adoption of the SSRI.

Without any doubt, all three staff interviews uncovered similar evidence. Regardless of years of experience, proper implementation of the program or not, or any other outside influences, all of the staff members reported that giving students consistent time to read self-selected materials during the school day led to more overall reading by the students, more interest in

reading, more background knowledge to apply to other reading tasks and higher levels of engagement during class discussions.

Additional Findings and Conclusions

Although not included in the original study design, information was gleaned from the staff interviews regarding specific elements which needed to be in place for the program to be successful. Both teachers, and especially the school librarian, agreed with the current literature that choice, teacher modeling, building a reading community and protecting the time to read need to be adhered for the program to generate positive results. Mrs. East told me, “Once we got into a routine, the kids would come in and know exactly what to do.” Although the faculty at Woodrow High School did not necessarily implement all of Pilgreen’s (2000) recommendations, the librarians did train the staff on the importance of student choice, modeling, building a reading community and the importance of keeping that dedicated time during ASB. Pilgreen stated, “I learned that effective SSR programs do not simply happen by giving students time to read in school. In fact, only when teachers follow specific guidelines do these programs achieve their full potential” (p.5). Even though these guidelines were recommended by the school librarians when they introduced the Read20 program, not everyone followed them. The cognitive dissonance Mrs. East struggled with between what she knew was successful and what she actually did in her ASB, shows a further example of how difficult it is to effect schoolwide change.

Discussion in Relation to the Current Literature

Providing time for reading is an important causal condition related to the core phenomenon of this study. A variety of methods and names for this time have been developed over the years and were discussed in Chapter Two. Several studies have concluded that time spent reading books was the best predictor of several academic measures of reading achievement

(Anderson et al., 1988; Cunningham & Stanovich, 1998; Krashen, 2004; Lin et al., 2012; Mokhtari et al., 2009). On average, students who read daily for enjoyment score the equivalent of one-and-a-half years of schooling better than those who do not (OECD, 2011). This practice of devoting a small portion of the school day for independent reading became one of the most controversial topics in education in 2000 when a report from the National Reading Panel stated that there was no scientific evidence that sustained silent reading aided students in their reading development (Garan & DeVoogd, 2008; Lee, 2011; Siah & Kwok, 2010; Trudel, 2007). The report from the NRP laid the groundwork for No Child Left Behind (NCLB) and an increased focus on high-stakes testing. “Rigorous content” became the new buzzword and the focus shifted towards “teaching to the test.” Any extra minutes in the school day were now filled with learning test-taking strategies, taking practice tests and completing SOL worksheets (Gallagher, 2009, 2010; Garan & DeVoogd, 2008; Krashen, 2004). Sustained silent reading in high school was often viewed as “non-academic” and abandoned at most secondary schools to make “better use” of instructional time. Politicians, administrators and teachers hoped that extra time spent on “drill and grill” activities such as worksheets and memorization of word lists might make up for the lack of motivation and interest on part of the students towards these high-stakes tests. However, the statistics from all the major tests mentioned in Chapter Two told a different story. No matter how much time was devoted to test-prep, scores were not increasing. They were remaining stagnant at the lower end of the spectrum or dropping even lower.

What I believe is that since many students were not reading in school or at home, they had never learned to appreciate the value of reading. Additionally, they had no choice in what they were told to read at school or on the high-stakes test. Without developing into a reader who reads

for pleasure, they had never strengthened their reading stamina to be able to read uninteresting material of any length.

However, my study was not aimed at determining how schools should use the minutes allotted in a school day. I had only hoped to show that time to RfP could fit into a high-school student's daily schedule without taking away any academic minutes, but the limited data collection window didn't allow me to collect all the data I needed. What I do believe to be true, and what the limited data from this study indicated, is that if students are not reading outside of school, not given time within the school day to RfP and admit to not reading school assigned materials, they are simply not reading enough negatively impacting their academic achievement and ultimately, their future. These results support the previous work of other scholars such as Atwell (2007), Brozo & Hargis (2011), Brozo, Shiel & Topping (2008), Cunningham & Stanovich (2003), Gallagher (2009, 2010), Garan & DeVgood (2008), Krashen (2004), and Samuels & Wu (2001).

In this study, all the teachers and staff interviewed gave examples of their students being engaged and active during Read10 and Read20. Many of their students anticipated the process before it began, were observed reading their texts closely for understanding, and continued to read after the time was over. This is in line with Csikszentmihalyi's (1991) research regarding lifelong reading:

Such individuals lead vigorous lives, are open to a variety of experiences, keep on learning until the day they die, and have strong ties and commitment to other people and to the environment in which they live. They enjoy whatever they do, even if tedious or difficult; they are hardly ever bored, and they can take in stride anything that comes their way. Perhaps their greatest strength is that they are in control of their lives. (p.10)

Implications for Practice

Findings from this study suggest implications for practice in a variety of educational settings. The key is to discover what motivates students to read, and any setting can provide this information if students are exposed to a variety of materials and consistent time to read during the school day. Having a librarian knowledgeable in young adult literature and the varied interests of students is helpful to the process. Therefore, a school or classroom library should be well-stocked with a variety of materials for student choice. Even though the students can access interesting materials, someone needs to show them what is available. School librarians should visit classrooms for book-talks to engage the students and students should be given time to talk about what they are reading in order to entice others.

The suggestion of allowing students time to silently read with a follow-up peer discussion is a cross-curricular concept and can be applied to any classroom. Students who might struggle with dense textbook descriptions of historical events may find a compelling historical fiction book to dive into. School librarians should collaborate with content area teachers to compile suggested reading lists and visit classrooms for book-talks to engage the students. Allow students to encourage other students to self-select their own reading materials to increase the likelihood that the students will actually read the material.

School librarians are in a unique place to aid students in book selections and teachers in how to teach the standards when their students are reading all different novels. The librarian interviewed for this study agrees with findings from previous research. “Because they are choosing their own books, they make connections to their own lives. If all we do is let students read the books we require, they become totally turned off. They might plow through it, but they don’t enjoy it until it means something to them (Gardiner, 2005). Johnston and Ivey (2012)

discovered that when they introduced a variety of YA fiction to a group of middle-schoolers and told them to read whatever they wanted, the students read an average of 42 books in the first year. Unexpectedly, the social benefits were numerous. Behavior problems decreased, peer-teacher relationships were strengthened, test scores increased, more student-centered discussions occurred, and the students were more compassionate and empathetic towards each other (Gordon, 2018).

Time for RfP in secondary schools needs to become a priority as research studies have supported correlation between reading frequency and increased student achievement (Anderson et al., 1988; Krashen, 2004; Worthy, Turner, & Moorman, 1997). Findings from this study support results from previous studies indicating that allowing students to self-select their own reading materials and providing time to read during the school day increases students' reading motivation (Merga, 2014; Pilgreen, 2000; Preddy, 2008). By adding in-class reading time to cultivate their interest, the teacher is more likely to have engaged students.

Implications for Future Research

Obviously, the intent of the researcher to hear the students' voices and communicate their messages was severely limited due to the COVID-19 epidemic. Additional qualitative research should be performed in order for those voices to be heard. Additionally, replicating the original research design of this small-scale study using a larger sample size would help to generalize the results. One such study was conducted in Australia and provided an abundance of data (Merga, 2012, 2014, 2016). Similar studies could be replicated in various regions of the United States including urban-inner cities or rural locations.

All successful secondary literacy programs are distinguished by an investment in high quality teacher professional development (Brozo & Fisher, 2010). Other researchers have

determined that “SSR's long term failure has more to do with maintaining the interest, focused training, and retraining of the educators involved” (Humphrey & Preddy, 2008, p.30). Since the current study did not set out to measure teachers’ levels of commitment and training, but did note the disparity between teachers, this may be an area for further research.

The cognitive dissonance experienced by Mrs. East leads the way for further research. How many classroom teachers experience the same issue? Why do some educators who believe that independent, free-choice reading is important for their students fail to implement it in their classrooms? Are there other pedagogical inconsistencies due to a teacher’s cognitive dissonance? Does that cognitive dissonance lead to conceptual change in their practice? Comparing teachers’ articulated beliefs with their actual classroom decision making and practice regarding RfP, as well as other pedagogical areas, might lead to important discoveries.

Limitations

Beyond the obvious limitations brought about by the school system’s closure due to COVID-19, this study was limited by several other factors. Participants had the choice about whether or not to join the study based on the information presented to them by the researcher when she visited their classroom. While the information about the study was presented to all the freshmen students during their English classes, only 26 of them returned the consent forms before the school was closed due to COVID-19. Therefore, the study design had to be altered and the number of participants greatly reduced as well as the length and type of data collection.

Another limitation within the study was one of generalizability. The school is in a large suburban district and houses the IB program for the city. Generalizations from this study’s results may be limited to populations with similar demographics. Because I only collected data on high school freshmen, the results may or may not be generalizable to students of other grade levels.

Final Conclusions

Although the data for this study was restricted by Covid-19, this study does add to the limited literature regarding the role RfP has on adolescents' reading habits. With such a minor amount of academic research available regarding SSRIs at the secondary level, my final recommendation is for this study to be replicated as it was originally intended. The qualitative data from the students, their "voice", was lacking from this study. Unfortunately, it is truly the students that we need to listen to if we are to help them become the readers we wish them to be.

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Appendix A

Codebook

Participant Statement	Theme	Code 2	Code 3	SECONDARY CODE
I feel like the biggest reason they don't like to read is that they've never found anything they want or enjoy reading. I try to explain to them all the time it's like, you know, you huff and puff about reading but I'm like when's the last time you went to the library? When's the last time you went and looked for something you actually enjoy reading?	choice	choice	choice	
When you are forced to read something, you're not always going to engage.	choice	choice	choice	
You know what they do. They go to the bookshelf and grab the first book they see and (air quotes) read it for 10 minutes. I'm like, if you actually went and looked for a book you enjoyed this wouldn't like, you know, be torture.	choice	choice	choice	
it increases the value for students to understand that in a sense they are forced to read for 10 minutes but what I tried to explain to my kids is that I'm not forcing you to read a particular book, you can read a comic book if you want.	choice		choice	value
I feel like as an English teacher, you know, we see the reading habits of students and a lot of them don't have it at all.	habits	community	community	
I don't like using the excuse that like parents don't read, because my parents never read at home, but I did. I mean I believe if your parents are reading, you're probably more likely to but I don't know. It didn't end up that way for me. Like my parents never read for pleasure but yet, I know, I mean I never saw my mom pick up a book and here I am an English teacher, I don't know.	parental influence			
I did model for them during my first year but I had all English 9 kids and then they gave me all English 9 kids for study block.	procedure	program elements	program elements	
I would say at least half of the teachers follow the Read 20! procedures for study block. I don't know for sure because I don't really go into enough study blocks to really say for sure.	procedure	program elements	program elements	
So that was like, I'm done with study block. I'm not going to fight this this battle and I know that was bad on my part. I know that it's like a slap on the wrists.	procedure	program elements	program elements	
I always have the idea of every year before school starts that I want to do like a bulletin board and then it's always like the last thing to get done before school starts and it never happens. Like a place where they can see it, where they put up the covers and like rate if you know so at least people can see what other kids are reading.	recommendations	community	community	
I have a big bookshelf with like 50 books on it and some kids will ask me which ones I've read and which ones do you like, so I'll tell them.	recommendations	community	community	
I have kids that are my own freshmen that come into my room and grab the book they were reading in Read10 so they can read it during Read 20, which I think is cool.	recommendations	community	community	
I know the librarians do book recommendations on the morning announcements, that scrolling thing. But the freshmen never listen to them.	recommendations	community	community	
It would be cool to do like when they have advisory and stuff and some of the kids, Advisory Leaders. It would be kind of a cool idea if they came in and said this is what I'm reading or whatever. To hear it from another student rather than an adult. It's always good when you've got an older kid that the kids look up to.	recommendations	community	community	
I've always been a reader and always have something to read.	RfP	value	value	
In college, I had definitely weaned reading for personal pleasure because I was reading so much just because I was an English major.	RfP	value	value	
I feel like reading for pleasure and student success go hand in hand.	Student Success	success	success	
I have one student this year who doesn't do his work at all. He's very unmotivated you know. Ironically reading was never a battle with him. He would never do anything else, but he would read. He has ODD and was very defiant. His problem was that he wouldn't stop reading. He wouldn't do anything graded, wouldn't do anything that we were doing. Yea, it's kind of surprising that he refused to do anything graded but yet the first 10 minutes in class, he's quiet and reading. So that's at least something.	success stories	success	success	
I mean you know they were never given that opportunity to learn how to enjoy reading.	time	program elements	program elements	
i just saw so much more value in it	value		value	
I never thought this is 10 minutes of wasted time. I never felt that way. At first it was definitely something I had to get used to but I saw the value right away and I will say that at the end of the day that they walked away like I enjoyed that or even if it's only 10 minutes a day, I enjoyed that.	value		value	
saw how it affected certain students and they became interested in reading			success	value

Appendix B

Staff 1-pager Beginning of the Year Information

LIBRARY INFO

READ20 AND ACADEMIC SUPPORT INFO

For the first 20 minutes of ASB students are to be engaged in PA's **READ20 program**. Students will silently read something of their choice for the first 20 minutes of every Academic Support block. Please contact us to schedule time to bring your ASB to the LMC for book checkout. We can do book talks and other activities to connect your students with a great book! After **READ20**, ASB teachers will follow the procedures outlined below to send students to the LMC. Your participation in this is crucial to the success of the program, so we thank you in advance for your support!

Passes

Library Assignment Pass (To be completed by assigning teacher)	
Student Name: _____	
Subject Teacher Name: _____	
Assignment Title: _____	
COMING FROM CLASS (To be completed by sending teacher)	COMING FROM ASB (To be completed by ASB Teacher)
Date: _____	Date: _____
Time Leaving Classroom: _____	Time Leaving Classroom: _____
For Library Use Only Time Returning to Class: _____	Teacher's Name (PRINT): _____
Computer # : _____	Teacher's Initials: _____

Every teacher will receive a pack of orange library passes in their mailbox. Students must obtain an orange pass from a teacher who has given them an assignment. **(ASB teachers do not write orange passes for the students.)** The pass must be completed by the assigning teacher first. Assigning teachers should only write passes for students who have a specific assignment to work on in the library. ASB teachers will only send students who present a prefilled pass. After completing READ 20, these students will be expected to stay the duration of the block and report directly to their next class when the bell rings. They will not come back to

your class, so they should bring their belongings with them to the LMC.

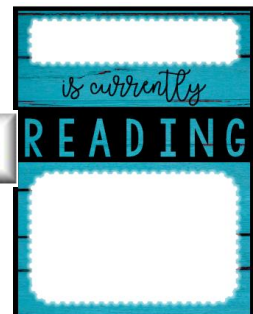
Students who just need to check out, return books, or print should have ASB teachers sign their **pink hall pass**. They can come to LMC, complete their errand, and return to class.

Teachers may check the LMC check in [sheet](#) to see if students are signing in and out of the LMC. There is also a button on the Inside PA page. [I I AM CURRENTLY READING SIGNS](#) Help us promote literacy by proudly displaying what you are currently reading on the wall near your room number sign! This is a great way to model reading habits and engage your students in conversations about reading! Please use a dry erase marker so you can update your sign when you

finish a book, or print a picture of the cover of the book to showcase what you are currently reading!

ANNOUNCEMENTS

All announcements should be submitted through the button on Inside PA.



Announcements will run for up to three days. Please include pronunciations for names if applicable.

If you wish to submit a video for announcements, please follow these procedures:

1. Email Courtney Porter, Jen Ludford, and Ryan O'Meara.
2. Share the link to the video in the email and share from your Drive to this address:

pahslive@gmail.com

3. Please submit videos at least three days in advance.

ONE LUNCH IN THE LMC The library will be open during One Lunch. Students are able to work, eat, and explore makerspaces during this time. We will be scheduling outside groups to come to the LMC from time to time, and this will be included in the One Lunch schedule.

COLLABORATION We love to collaborate! Need to spice up a dull lesson? Get with us! Want to create authentic engagement in lessons? Get with us! Want to try some new technology? Get with us! If you want to do any of the above, email both of us: Jennifer.Ludford@vbschools.com and Courtney.Porter@vbschools.com. We will schedule time to meet with you to plan something amazing!

CAV NOTES

We will update our Library Page in Cav Notes once a month to share new ideas and document LMC happenings.


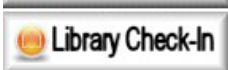
IMPORTANT TIDBITS

WHO ARE WE:

JEN LUDFORD AND COURTNEY PORTER-LIBRARY MEDIA SPECIALISTS

JENNIFER.LUDFORD@VBSCHOOLS.COM & COURTNEY.PORTER@VBSCHOOLS.COM

AMBER SMEAL-LIBRARY MEDIA ASSISTANT AMBER.SMEAL@VBSCHOOLS.COM

LIBRARY WEBSITE	PAHSLMC.WEEBLY.COM
ANNOUNCEMENTS BUTTON INSIDE PA	
LIBRARY SIGN IN BUTTON INSIDE PA	
FOLLOW US ON SOCIAL MEDIA	@PAHSLMC1 ON TWITTER AND INSTA

WE ARE LOOKING FORWARD TO A GREAT YEAR IN THE LMC!

Appendix C

Adolescent Motivation to Read Profile



1. My friends think I am _____



1. a very good reader

2. a good reader

3. an OK reader

4. a poor reader

2. Reading a book is something I like to do. *

- ☐ never
- ☐ not very often
- ☐ sometimes
- ☐ often



3. I read _____.

- 1. not as well as my friends
- 2. about the same as my friends
- 3. a little better than my friends
- 4. a lot better than my friends

4. My best friends think reading is _____.*

1. really fun
2. fun
3. OK to do
4. no fun at all

5. When I come to a word I don't know, I can _____.*

1. almost always figure it out
2. sometimes figure it out
3. almost never figure it out
4. never figure it out

6. I tell my friends about good books I read. *



- ☐ Never
- ☐ Almost never
- ☐ Sometimes
- ☐ Often

7. When I am reading by myself, I understand _____.

1. Almost everything I read
2. some of what I read
3. almost none of what I read
4. none of what I read
-

8. People who read alot are _____. *

1. very interesting
2. interesting
3. not very interesting
4. boring

...

9. I am _____. *

1. a poor reader
2. an OK reader
3. a good reader
4. a very good reader

10. I think libraries are _____. *

1. a great place to spend time
2. an interesting place to spend time
3. an OK place to spend time
4. a boring place to spend time

...

I worry about what other kids will think if they see me reading. *

- ☐ strongly agree
- ☐ agree
- ☐ disagree
- ☐ strongly disagree

...

12. Knowing how to read well is _____. *

1. not very important
2. sort of important
3. important
4. very important

13. When my teacher asks me a question about what I have read, I _____.*

1. can never think of an answer
2. have trouble thinking of an answer
3. sometimes think of an answer
4. always think of an answer

14. I think reading is _____.*

1. a boring way to spend time
2. an OK way to spend time
3. an interesting way to spend time
4. a great way to spend time

15. Reading is _____.*

1. very easy for me
 2. kind of easy for me
 3. kind of hard for me
 4. very hard for me
-

16. As an adult, I will spend _____.*

1. none of my time reading
2. very little time reading
3. some of my time reading
4. a lot of my time reading

17. When I am in a group talking about what we are reading, I _____. *

1. almost never talk about my ideas
 2. sometimes talk about my ideas
 3. almost always talk about my ideas
 4. always talk about my ideas
-

18. I would like for my teachers to read aloud in my classes. *

1. every day
2. almost every day
3. once in a while
4. never

19. When I read aloud, I am a _____.*

1. poor reader
 2. OK reader
 3. good reader
 4. very good reader
-

20. When someone gives me a book for a present, I feel

1. very happy
2. sort of happy
3. sort of unhappy
4. unhappy

How often do you read books for pleasure outside of school? *

1. Everyday
2. 2-3 times/week
3. once a week
4. 2-3 times a month
5. once a month
6. never

What is the title of the last book you read? *

Short answer text



Do you have a study block this semester? *

- ☐ Yes
- ☐ No

If so, when is your study block?

	1	2	3	4
A Days	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B Days	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What is the room number of your study block?

Short answer text

Did you have a study block last semester? *

☐ Yes

☐ No

What is your student ID? *

Short answer text

...

What is your gender? *

- ☐ Female
- ☐ Male
- ☐ Prefer not to say

Please add anything else you would like Mrs. TRZ to know about your reading habits or being included in this study.

Long answer text

Appendix D

Observation Instrument for Identifying Authentic Independent Silent Reading Behaviors

Student Code _____ . Date _____ . Time _____ Researcher's Initials _____

Instrument Directions: Using the 4-point scale circle the number that best describes the item descriptor.
Give the student credit if there is a reasonable doubt by giving the next higher number; do not give partial credit.

		1 none	2 some	3 a lot	4 all of the time
ATTENTION TO TEXT					
1.	Book position is conducive to reading ¹				
2.	Student body position appears to be conducive to being involved in book ²				
3.	Student's eyes are focused on the page				
4.	When student's eyes are focused on the page they are moving in appropriate response to external text features ³				
5.	Student is distracted by external distractions ⁴				
6.	Student's own movements <i>cause</i> him or her to <i>stop</i> looking/focusing on the page (scratching, tapping, turning too many pages accidentally, looking around) ⁵				
OUTWARD INDICATORS					
7.	Student vocalizes or moves lips as if reading to self				
8.	Student appears to respond "affectively" to book (sighs, laughs, cries, frowns, smiles, etc.)				
PHYSICAL INTERACTION WITH TEXT					
9.	Student uses finger or some item to stay on line				
10.	Student intentionally moves back or forward page(s) in book, but returns to reading place				
SPONTANEOUS SHARING OF CONTENT					
11.	Student becomes "socially" involved in another student's book				
12.	Student attempts "socially" to involve another student in his/her book				
OVERALL INVOLVEMENT					

¹ Book is open in a way that appears to be easy to read/see

² Distance between book and student is optimal for reading

³ Student turns page to go forward in book (and it is appropriate)

When reading narrative text appropriately, student's eyes travel left to right/top to bottom and examine pictures on page

When student reads non-narrative text appropriately, eyes move around page, but are focused on illustrations/headings, etc.

Student turns pages forward or backward in book and examines or views them intently, but continues to look at book

⁴ Easily distracted by everyday classroom noises and remains uninvolved Not involved in book and briefly returns to book when noticed by teacher

⁵ Scratching, tapping, turning too many pages accidentally

Non-involved, but appears to be due to illness, etc.

Looks around

Looks forward in book to see how many pages to the end of the chapter or book (not reading pages, but counting)

Appendix E

Staff Focus Group Protocol

INTRODUCTION

First of all, thank you for agreeing to participate in this focus group. The purpose of this focus group is to understand any changes you have seen regarding your students' reading behaviors. I am especially interested in any changes in their attitudes, behaviors, and motivation to read. We will also be talking about the procedures of the SSRI during your study blocks.

I would like to remind you that whatever you say in this focus group will be kept completely confidential by me. Although I have no ability to control the actions of the other participants, I ask that they also keep the information confidential. In that way, you can speak freely as no one will ever know what you say in this group. Your name will never be used and none of your responses will be associated with you, your school, or your school district at any time.

By consenting to be in this study, you agree to participate and be recorded in this focus group. You may stop participating at any time during the study. Your participation is not required and is completely voluntary.

The recording of this focus group is used for reference purposes only. It will be transcribed by me and before anything is reported on this study, you will have the opportunity to review the transcript of this focus group to make sure that you agree with my transcription and that it in no way misrepresents your statements. After all reporting on this study is finished, all recordings and transcripts will be completely destroyed. This will occur no later than ten years from today. If you have any questions about your participation, you may ask them now or at any time.

TURN ON THE RECORDING DEVICE

There are a few discussion guidelines that I would like to point out.

- There should only be one person speaking at a time. Please be courteous to other participants.
- Please refrain from side conversations with your neighbors.
- We want to hear from all of you, so please allow everyone the opportunity to share their experiences.
- The more honest and forthcoming you are about your experience, the more we can learn. Don't hesitate to share the good, the bad, and the ugly.
- There are no wrong answers. We are here to learn and understand what is happening in the reading lives of high school freshmen, not to be judgmental.

I'd like to first begin with some general questions about the SSRI and the reading behavior of your students.

1. Tell me about the procedures for the SSRI in your study block.
2. Do students ever ask you for book recommendations?
3. Have you seen any changes in your students' reading behaviors since the beginning of the school year?
4. Have there been any surprises since the SSRI started?
5. Do you routinely read alongside the students in your study block? Why or why not?
6. How do you handle non-compliance?
7. What can the library media specialists do to help you and your students be successful in this program?

EXIT

Thank you for your time and participation in this study. Remember, I will be giving you a copy of this transcript for you to check over. I may catch up with you again if I have any other questions for you. Finally, I would like to remind you that all of your answers during this focus group will be kept completely confidential. Your name will never be associated with your responses, including with other individuals in your school district. Additionally, your school and school district will never be mentioned by name in the study.

Appendix F

Student Focus Group Protocol

Introduction

First of all, thank you for agreeing to participate in this interview. The purpose of this interview is to understand your views, beliefs, and motivations behind your reading habits. I would like to remind you that everything you say in this interview will be kept completely confidential. That means that no one will ever know what you say. None of your responses will be associated with you, your teachers, your parents, your school, or your school district at any time. I will not tell your parents or teachers anything you tell me in this interview.

By consenting to be in this study, you agree to participate and be recorded in this interview. You may stop participating at any time during the study. Your participation is not required and is completely voluntary.

The recording of this interview is used for reference purposes only. Before anything is reported on this study, you will have the opportunity to review the transcript of this interview to make sure that you agree with my transcription and that it in no way misrepresents your statements.

After all reporting on this study is finished, all recordings and transcripts will be completely destroyed. This will occur no later than ten years from today. If you have any questions about your participation, you may ask them now or at any time.

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- The more honest and forthcoming you are about your experience, the more we can learn. Don't

hesitate to share the good, the bad, and the ugly.

- There are no wrong answers. We are here to learn and understand what is happening in the reading lives of high school freshmen, not to be judgmental.

I'd like to first begin with some general questions and get an idea about your reading life at home.

1. Do you consider yourself a reader? Why or why not?
2. Are any of your family members readers? Who?
3. Do you have any reading traditions in your family? Any reading routines from when you were a child?
4. Do you remember learning how to read? Was it hard for you? Why?
5. When did you first start reading for pleasure?
6. Has the amount of time changed that you read for pleasure since when you were a child?
How? Why?
7. How do you choose a book to read for pleasure?
8. Do you talk to your friends about what you are reading?
9. What are some things that get you excited about reading?
10. Who gets you interested and excited about reading?
11. Do you share or recommend books or other reading material to your friends? Family?
Via social media?

Now I'm going to ask you some questions about the reading you do in school.

1. In what class do you most like to read? Why?
2. What do you like about reading at school? Why?
3. In what class do you feel the reading is the most difficult? Why?
4. Have any of your teachers done something with reading that you really enjoyed? Can you explain it?

(QUASI-EXPERIMENTAL GROUP ONLY)

5. What do you like about the SSRI? Why?
6. Do you bring your own books or read the ones in the basket?
7. How long do you think the SSRI should be?
8. Do you think the SSRI has encouraged you to read more often? Why?

Exit

Thank you for your time and participation in this study. Remember, I will be giving you a copy of this transcript for you to check over. I may catch up with you again if I have any other questions for you. Finally, I would like to remind you that all of your answers during this interview will be kept completely confidential. Your name will never be connected to your words.

Appendix G

Read 20 Tracking Sheet

(embedded Excel file—double click to activate)

Read 20 Tracking
Sheet.xlsx

Appendix H

Informed Consent Document

OLD DOMINION UNIVERSITY

PROJECT TITLE: Does a Schoolwide Silent Reading Initiative Make a Difference in the Reading Habits of High School Freshmen: A Mixed Methods Study

INTRODUCTION: The purpose of this form is to give you information that may affect your decision whether to say YES or NO for your child's participation in this research, and to record the consent of those who say YES.

RESEARCHERS: RPI--Gail Dickinson, Associate Dean, Ph. D., Old Dominion University, Darden College of Education and Professional Studies

Stephanie Trzeciakiewicz, Ms. Ed. & Doctoral Candidate, Old Dominion University, Darden College of Education and Professional Studies, Department of Teaching & Learning

DESCRIPTION OF RESEARCH STUDY: Several studies have been conducted looking into the subject of reading motivation. None of them have explained whether high school students who participate in a schoolwide silent reading program have changes in their attitudes and levels of reading motivation.

If your child is chosen and decides to participate, the researcher will conduct a private interview regarding your child's motivation and attitude towards reading. The interviews will be held during your child's study block (or at a time decided upon by their English teacher if a study block is not in your child's schedule) for approximately 20-30 minutes in the school library. Approximately 54 Freshmen will be chosen to participate.

EXCLUSIONARY CRITERIA: Absent scores from the Adolescent Motivation to Read Profile

RISKS AND BENEFITS

RISKS: Minimal risk of breach of confidentiality. Student names or ID numbers will never be used. The researcher will assign codes for each student and once the documents are coded, the student ID numbers will be deleted. The data will be kept confidential by associating the codes with all materials, instead of using student names or ID numbers. The researcher will be the only person who knows how the codes match the student IDs, thereby creating a barrier between the students and their data. All data will be kept in a separate file from the codes on a secure server on ODU's campus. Any hard copies will be kept in a locked office on the ODU campus. The recordings from the focus groups and interviews will not be made available in any way.

Recordings will be transcribed, using the previously mentioned anonymous IDs, and only the transcriptions will be used for data analysis. Consent forms will be given to all freshmen during their English class' library orientation. Parental signatures are required for participation and when returned, the researcher will explain the student assent forms and ask those students selected for the study to sign.

BENEFITS: The main benefit to your child for participating in this study is in helping the researchers determine if reading for pleasure in school is a beneficial use of time.

COSTS AND PAYMENTS: The researchers are unable to give any payment for participating in this study.

NEW INFORMATION: The researcher will give you and your child any new information she finds during the study that might change your decision about participating.

CONFIDENTIALITY: The researcher will take all reasonable steps to keep private information confidential. The researcher will remove identifiers from the information and store

information in a locked filing cabinet prior to its processing. All electronic data will have identifiers removed and stored in ODU's secure H Drive. Your child will also have the opportunity to choose their own pseudonym (fake name). The results of this study may be used in reports, presentations, and publications; but the researcher will not identify your child, other than by the pseudonym they chose.

WITHDRAWAL PRIVILEGE: It is OK for you to say NO. Even if you say YES now, you are free to say NO later, and your child may walk away or withdraw from the study -- at any time. The researchers reserves the right to withdraw your child's participation in this study, at any time, if they observe potential problems with your child's continued participation.

COMPENSATION FOR ILLNESS AND INJURY: If you say YES, then your consent in this document does not waive any of you or your child's legal rights. However, in the event of harm arising from this study, neither Old Dominion University nor the researchers are able to give you any money, insurance coverage, free medical care, or any other compensation for such injury. In the event that your child suffers injury as a result of participation in any research project, you may contact Stephanie Trzeciakiewicz at 757-390-1059 or Dr. Danielle Faulkner, the current IRB chair at 757-683-3802 at Old Dominion University, or the Old Dominion University Office of Research at 757-683-3460 who will be glad to review the matter with you.

VOLUNTARY CONSENT: By signing this form, you are saying several things. You are saying that you have read this form or have had it read to you, that you are satisfied that you understand this form, the research study, and its risks and benefits. The researcher should have answered any questions you may have had about the research. If you have any questions later on, then the researcher should be able to answer them: Stephanie Trzeciakiewicz. 757-390-1059.

If at any time your child feels pressured to participate, or if you have any questions about you or your child's rights or this form, then you should call Dr. Danielle Faulkner, the current IRB chair, at 757-683-3802, or the Old Dominion University Office of Research, at 757-683-3460.

And importantly, by signing below, you are telling the researcher YES, that you agree that your child may participate in this study. The researcher should give you a copy of this form for your records.

INVESTIGATOR'S STATEMENT: I certify that I have explained to this subject and his/her parents the nature and purpose of this research, including benefits, risks, costs, and any experimental procedures. I have described the rights and protections afforded to human subjects and have done nothing to pressure, coerce, or falsely entice this subject into participating. I am aware of my obligations under state and federal laws and promise compliance. I have answered the subject's and parent's questions and have encouraged them to ask additional questions at any time during the course of this study. I have witnessed the above signature(s) on this consent form.

Subject's Printed Name _____

Signature _____

Date _____

Parent / Legally Authorized Representative's Printed Name _____

Signature _____

Date _____

Investigator's Printed Name _____

Signature _____

Date _____

Appendix I

Staff Individual Interview Protocol

Introduction

First of all, thank you for agreeing to participate in this interview. The purpose is to understand your views, beliefs, and observations of your students' reading habits.

I would like to remind you that everything you say in this interview will be kept completely confidential. None of your responses will be associated with you, your students, your school, or your school district at any time.

By consenting to be in this study, you agree to participate and be recorded during this interview. You may stop participating at any time during the study. Your participation is not required and is completely voluntary.

The recording of this interview is used for reference purposes only. Before anything is reported on this study, you will have the opportunity to review the transcript of this interview to make sure that you agree with my transcription and that it in no way misrepresents your statements. After all reporting on this study is finished, all recordings and transcripts will be completely destroyed. This will occur no later than ten years from today. If you have any questions about your participation, you may ask them now or at any time.

TURN ON THE RECORDING DEVICE

I'd like to first begin with some general questions about reading for pleasure and Read20!

1. Do you consider yourself a reader?
2. What are your general feelings regarding reading for pleasure and student success?
3. Do you think reading for pleasure is a valuable use of time during the school day?
4. Have you seen any changes in your students' reading behaviors since the beginning of the school year?
5. Tell me about the procedures for the SSRI in your study block.
6. Do students ever ask you for book recommendations?
7. Have there been any surprises since the SSRI started?

8. Do you routinely read alongside the students in your study block? Why or why not?
9. How do you handle non-compliance?
10. What can the library media specialists do to help you and your students be successful in this program?

Exit

Thank you for your time and participation in this study. Remember, I will be giving you a copy of this transcript for you to check over. I may catch up with you again if I have any other questions for you. Finally, I would like to remind you that all of your answers during this interview will be kept completely confidential. Your name will never be associated with your responses, including with other individuals in your school district. Additionally, your school and school district will never be mentioned by name in the study.

CV

STEPHANIE TRZECIAKIEWICZ

1001 Bolling Ave., #410
Norfolk, VA 23508

Home Tel: (757) 390-1059
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EDUCATION

Ph. D in Curriculum and Instruction, Darden School of Education and Professional Studies, Old Dominion University, Norfolk, VA. Research Interests: Decline in adolescent reading, free-choice reading during the school day, gamification within the school library program. Expected graduation: August, 2021. GPA 3.9

Master of Science, Education, Old Dominion University, Norfolk, VA. Area of Specialization: School Library Science. August, 2009.

Bachelor of Arts, Journalism, Radford University, Radford, VA. Area of specialization: Public Relations. May, 1985.

PUBLICATIONS

Trzeciakiewicz, S. (Winter, 2014-2015). Annual Conference: Through the eyes of the doctoral student. *VAASL Voice*.

Trzeciakiewicz, S. & Ruzzi, B. (Summer, 2014). VAASL: You've come a long way, baby. *VAASL Voice*.

Trzeciakiewicz, S. (February, 2010). Simple machines: Making work easier. *School Library Monthly*.

PRESENTATIONS

Trzeciakiewicz, S. (July, 2019). *Tabletop Gaming: Putting Bored Kids Around the Board*. ODU LIBS Summer Institute. Norfolk, VA

Trzeciakiewicz, S. (July, 2019). *Creating a successful sustained silent reading program at the secondary level*. ODU LIBS Summer Institute. Norfolk, VA

Trzeciakiewicz, S. (November, 2019). *Does a Schoolwide Reading Initiative Make a Difference in the Reading Habits of High School Freshmen: A Mixed Methods Study*. Library Research Seminar VII -- Research Matters: Strengthening Values, Defining Practice, Columbia, SC

DiScala, J., Trzeciakiewicz, S., & Anderson, A. (November, 2019). *Reporting Research from the Stacks: A Systematic Review of Practitioner Research Literature in LIS*. Paper presented

at the Library Research Seminar VII -- Research Matters: Strengthening Values, Defining Practice, Columbia, SC

Kimmel, S., Hartsfield, D., Burns, E., Dawkins, A., Ruzzi, B., Soulen, R., and Trzeciakiewicz, S. (October, 2019). *Research up close: Interact with researchers and research about the six shared foundations*. American Association of School Librarians National Conference, Louisville KY

Trzeciakiewicz, S. (July, 2018). *Breaking Out of the New AASL Standards*. ODU LIBS Summer Institute. Norfolk, VA

Trzeciakiewicz, S. (March, 2018). *Motivation Factors Predicting Adolescents' Time Spent Reading for Pleasure*. ODU Graduate Research Achievement Day. Norfolk, VA

Trzeciakiewicz, S., Dickinson, G., & Ruzzi, B. (February, 2018). *Towards a Taxonomy of School Libraries*. Works-in-Progress Poster. Annual Meeting of the Association for Library and Information Science Education, Denver, CO.

Trzeciakiewicz, S. (March, 2016). *If you build it, they will read: Implementing a sustained silent reading program at the secondary level*. York Regional Meeting of the Virginia Association of School Librarians, Hampton, VA.

Flegal, S. & Trzeciakiewicz, S. (January-March, 2016). *Readicide: Are you guilty?* Professional Learning Program, Virginia Beach City Public Schools, Virginia Beach, VA.

Trzeciakiewicz, S. (November, 2015). *If you build it, they will read: Implementing a sustained silent reading program at the secondary level*. Annual conference of the Virginia Association of School Librarians, Williamsburg, VA.

Branyon, A., Church, A., Daigle, A., Koukoulas, J., Soulen, R., Trzeciakiewicz, S., & Wine, L. (November, 2015). *Education evolution with NxtWave: Leaders for 21st century school libraries*. National conference of the American Association of School Librarians, Columbus, OH.

Trzeciakiewicz, S. (September, 2015). *Implementing a schoolwide sustained silent reading program in the secondary school utilizing study blocks*. Professional Learning Program, Virginia Beach City Public Schools, Virginia Beach, VA.

Trzeciakiewicz, S. (July, 2015). *Creating a successful sustained silent reading program at the secondary level*. Longwood University Summer Literacy Institute. Longwood University, Farmville, VA.

Ruzzi, B. & Trzeciakiewicz, S. (March, 2014). *We "genrefied" our fiction section and lived to tell about it*. York Regional Meeting of the Virginia Association of School Librarians, Chesapeake, VA.

Trzeciakiewicz, S. (December, 2013). *I "genrefied" my fiction section and lived to tell about it*. Monthly Training of High School Library Media Specialists, Virginia Beach, VA.

Trzeciakiewicz, S. (November, 2013). *I “genrefied” my fiction section and lived to tell about it.* Annual Conference of the Virginia Association of School Librarians, Williamsburg, VA.

EXPERIENCE

2021-Present Adjunct Faculty. Old Dominion University. Internship Supervisor.
 2020-Present Tidewater Park Elementary School, Norfolk, VA. Library Media Specialist
 2019-2020 The Hague School, Norfolk, VA. Consultant/Tutor
 2018-2019 Graduate Research Assistant, Department of Library Science, Darden School of Education. Old Dominion University
 2017-2018 Graduate Teaching Assistant, Department of Teaching and Learning. Darden School of Education. Old Dominion University
 -Asynchronous Teaching Assistant, LIBS 674
 -Asynchronous Instructor, LIBS 110
 -Practicum Supervisor, LIBS 642
 Summer 2017 Adjunct Faculty, Old Dominion University, Practicum Supervisor
 2014 - 2017 Kellam High School, Virginia Beach, VA. Library Media Specialist
 2011 - 2014 Tallwood High School, Virginia Beach, VA. Library Media Specialist
 2005 – 2011 Pembroke Meadows Elementary, Virginia Beach, VA. Teacher
 2004 - 2005 Landstown Elementary, Virginia Beach, VA. Teacher
 1996 – 2004 Norfolk Public Schools, Virginia Beach Public Schools, Homebound/Substitute
 1992 – 1995 Suburban Park Elementary School, Norfolk, VA. Teacher

HONORS AND AWARDS

- Tagged by the Superintendent, Virginia Beach Public Schools, 2015-2016
- Virginia Beach Library Association Scholarship Recipient, 2014-2016
- Reading Teacher of the Year, Pembroke Meadows Elementary, 2010

PROFESSIONAL DEVELOPMENT

Service

- Search Committee, Darden School of Education, Old Dominion University, 2017.
- Chair, Frances Henne Award Committee, American Association of School Librarians, 2016.
- Instructional Leadership Team, Kellam High School, Virginia Beach City Public Schools, 2016-2017.
- Invited Focus Group Member for Revision of the National Standards, AASL, Annual Conference, Columbus, OH, 2015.
- Volunteer, AASL, Annual Conference, Columbus, OH, 2015.
- Research Project Curriculum Development, Global Studies Academy, Tallwood High School, Virginia Beach City Public Schools, 2013.
- Vice-President, Virginia Beach Library Association, 2011-2013.

- Volunteer, Virginia Association of School Librarians, Annual Conferences, 2010-2015.
- Book Reviewer, Library Media Connection, 2010-2015.

Affiliations

- American Library Association (ALA)
- American Association of School Librarians (AASL)
- American Educational and Research Association (AERA)
- Association for Library and Information Science Education (ALISE)
- Virginia Association of School Librarians (VAASL)
- Virginia Beach Library Association (VBLA)