

## ABSTRACT

### A Formative Experiment Study Exploring Reciprocal Teaching for Enhancing Standard Three Students' Reading Comprehension

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This dissertation describes a formative experiment (Reinking & Bradley, 2008) that explored how a reciprocal teaching intervention that incorporated an instructional coaching professional development component, could promote reading comprehension among students ages 9 to 10 who had poor comprehension in spite of good grade level decoding. Results were presented guided by the following questions : (1) What factors enhance or inhibit the effectiveness of the intervention in achieving the pedagogical goal? (2) How can the intervention be modified during the intervention to circumvent the inhibiting factors? (3) What unanticipated positive or negative effect does the intervention produce? (4) In what ways has the instructional environment changed as a result of the intervention? (5) What evidence is there of progress toward the pedagogical goal? Diverse qualitative and quantitative data were collected at baseline, during the intervention, and at post-intervention stages. Results of constant comparative data analysis guided the study and three micro-cycles of adaptations were made during the intervention. Each cycle was defined by a specific hindering factor in : (a) students' strategy use and teachers' instructional practice, (b) the modification made in response to the inhibiting factor, and (c) the effect(s) of the modification. The findings indicated (a) the modifications produced positive effects that enhanced the effectiveness of the intervention, (b) the scaffolding processes enhanced the appeal of the professional development and impacted shifts in the reading comprehension practices of the two teachers, and (c) that in a class, growth in students' narrative writing and in another class, an overlap of explicit reading comprehension instruction in content areas, were collateral outcomes of the intervention. The results of paired samples *t-test* indicated statistically significant changes in the students' reading comprehension performance. Implications for future research indicate the benefit of using layers of scaffolding in professional development and a formative experiment design to impact the instructional practices of primary school teachers.

**Keywords:** Lemoy Petit-Hunte, reading comprehension, reciprocal teaching, formative experiment, poor comprehension, coaching, and professional development