

**The Method and Significance of Secondary Preservice Teachers Sharing
Reading with Individual Teenagers in School**

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Students in grades 6-12 need to read and comprehend disciplinary texts critically, independently, and proficiently. They also need to know how to have good communication skills, and be able to present claims and findings, support them with evidence, discuss them with others, consider others' diverse perspective, and negotiate meaning. Yet, the National Educational Progress (NAEP) results show that more than 60% of students in secondary grades scored below the proficient level in reading achievement; millions of students who cannot comprehend or evaluate text, provide evidence-based responses, or support their understanding of text (National Center for Education Statistics, NCES, 2011). Only 52% of high school graduates tested on the 2011 ACT met the reading readiness benchmark, required for success in credit-bearing first-year college courses (ACT, 2011). As a result, about 40% of employers indicated that they were dissatisfied with high school graduates' ability to read and understand work-related materials, think analytically, and problem solve (Bridgeland, Bilulio & Morrison, 2006).

Motivation to achieve literacy in subject areas has been cited as one of the greatest challenges by secondary teachers (Campbell & Kmiecik, 2004). Students who are successful in school, as opposed to those who are not, often are able to remember a favorite teacher who inspired them to pursue an interest (Ruddell, 1995). A nationwide survey of several hundred middle and high school students asked whether they worked harder for some teachers than for others. Most (75%) of the teenagers answered yes and explained that these teachers cared about them (Crabtree, 2004).

Students read more when they are positively motivated, meaningfully engaged, curious, and feel a sense of self-efficacy (Wigfield, Wilde, Baker, Fernandez-Fein, & Scher, 1996). A teacher may be the only person in a student's life who in a serendipitous point in time will give him or her the perfect book that introduces that student to a life that includes reading (Sumara, 1996). When young people continually are given the right book at the right time, they will be motivated to become readers (Ivey, 2002). Students are motivated to learn when they believe that teachers know them well enough to help them; another potential benefit when teachers take the opportunity to talk to students individually about reading. A core teaching belief of eighth grade language arts teacher, Linda Rief is that "teachers [may] form trusting relationships with students that build a community of learners when they know their students' strengths, interests, and needs and when they model and demonstrate their own writing and reading" (2014, p. 4).

Thus, middle and high school classroom teachers are encouraged to "display positive reading and writing behaviors and serve as models for students" (International Reading Association, IRA, 2010, p. 44). Because of the amount of time spent with students, teachers' behavior and example make an impact upon students. Given this responsibility, teachers are advised to motivate students to be readers while building relationships with them (Pierson, 2014). Students benefit when teachers are reading role models (Fried, 2001). For example, Daisey (2009) found that 52.3% of 124 secondary preservice teachers (who reported enjoying reading throughout their lives) remembered a former teacher in their subject area who they thought enjoyed reading. In contrast, only 38.9% of preservice teachers (who reported not enjoying reading throughout their lives) could recall such a teacher. Furthermore, when these 124 secondary preservice teachers were

asked to respond to the statement, “I’m not sure if my junior and high school teachers liked to read,” on a scale from 1-10, the mean was 6.04, range = 1-10. They also cited their high school teacher as the most negative influence on them as a reader in a list of teachers and relatives (16.1%).

As a secondary content area literacy instructor for more than 20 years, a practicum facilitator for more than five years, and a reader, I believe that secondary preservice teachers need to share their reading with students. In this way, they may work toward positive outcomes, such as the love of reading, academic motivation, and relationship-building. The idea of sharing reading with a teenager, based on my past experiences with secondary preservice teachers seems like a new idea to many. The purpose of this study; therefore, was to describe how secondary preservice teachers took on the task of sharing their reading with an individual student in school. Another purpose was to report their beliefs about the positive aspects of sharing reading (if any) such as relationship building, as well as motivating students to read and participate in class. This practical information is useful for teacher educators who wish to give their secondary preservice teachers an opportunity to practice positive reading role modeling and to reflect upon their experience.

The research questions were as follows:

1. How did preservice teachers go about sharing their reading?
2. What barriers (if any) did preservice teachers have about sharing their reading with a teenage student?
3. What positive effects did preservice teachers think sharing their reading had on their student?

Theoretical Framework

As schools put more focus on accountability and standardized testing, student-teacher relationships are essential for educators to increase student academic achievement (Gregory & Weinstein, 2004; Hamre & Pianta, 2006). There is strong evidence that student relationships with high school teachers was a factor most closely associated with success in school from eighth to twelfth grade (Resnick et al, 1997). Positive student-teacher relationships have important, positive and long-lasting outcomes for students' academic and social development (Rimm-Kaufman, 2014). Students benefit from a personal connection to a teacher, regular conversation with a teacher, as well as counsel and approval from a teacher. Consequently, a student Likely will grow to be more trustful, demonstrate more engagement in the academic content taught, have better classroom behavior, and achieve at higher levels academically. Positive teacher-student relationships draw students into the process of learning and enhance their wish to learn (Rimm-Kaufman, 2014).

Teachers who have built relationships with students reported that their students were more engaged in learning (Klem & Connell, 2004). Thompson (1998, cited in Boyton & Boyton, 2005) believes that a positive relationship with students is vital for a favorable learning climate. Students who feel worthwhile and respected are more likely to be cooperative and motivated (Sprick, 2006). In addition, relationships are critical to engage students at the highest level of Bloom's taxonomy and the most challenging levels of application (Daggett, 2005). This should suggest how essential it is to have positive relationships with students. Yet, teachers' efficacy beliefs also may determine the effort teachers put into their attempts to build relationships with students. In other words,

teachers who thought that they could have an impact on students were inclined to interact in ways that promoted student investment and achievement (Midgley, Feldlaufer, & Eccles, 1989).

A teacher's capacity to build relationships with students is critical to successful teaching (Brown, 2010). This is because a relationship helps to build a student's motivation to learn. Feeling connected to a teacher increases a student's reading engagement (Skinner, Kindermann, & Furver, 2009). Teachers may provide opportunities for higher levels of thinking through conversations with engaged students (Taylor, Pearson, & Pearson, 2003), if the subject is relevant and of interest to students (Guthrie, Wagner, Wigfield, Tonks, Perencevich, 2006). Teachers may help students use reading actively to learn (Zemelman, Daniels, & Hyde, 1998). These researchers conclude that "teachers who are good models help ensure that schools don't just graduate students who can read, but people who do read" (p. 32).

Teachers are encouraged to share their own reading lives with students (Zemelman, Daniels, & Hyde, 2012). They need to talk about when, why, where, how, and what they read, so students may comprehend that reading is valuable to them (Burke, 2000). If teachers let their students become knowledgeable with them as readers, while discovering students' interests by sharing reading material, this is a means to form a relationship (Brailey, 2012; Milner, 2011). Researchers urge teachers to build students' experiences with reading, discussing, and responding to a wide variety of texts. In this way, disciplinary learning may be made fun and also challenging, relevant, collaborative, and reflective to students. Teachers are encouraged to be there, as a facilitator, to provide support, guidance, and feedback to students by implementing disciplinary literacy

learning that views learning as an apprenticeship process. Through conversations, teachers may help develop students' content knowledge, as well as academic vocabulary, comprehension, speaking and listening skills (Michaels, O'Connor, Hall & Resnick, 2002; Zygouris-Coe, 2012).

Methodology

Participants

Secondary preservice teachers ($N = 99$) participated in this study. There were 55 females and 44 males; 89 were Caucasians, six were African-American, three were Asian, and one Latina. The following subjects were represented: 32 social studies, 28 English, 12 mathematics, six were special education-cognitively-impaired (CI), four art, three music, three special education-emotionally-impaired (EI), three biology, two integrated science, one chemistry, one communication arts, one special education-speech pathology, one French, and one Spanish, and one physical education.

Middle and High School Settings

A wide variety of middle and high schools served as placements for preservice teachers' 30-hour practicum. Some schools had a high percentage of impoverished students; whereas one Catholic high school had an expensive tuition. One middle school had a student population that spoke 28 different languages, while another middle school had a large population of Arabic students, and a charter school had many special needs students within its K-8 population.

Procedure

During the semester, preservice teachers were asked to share reading individually with students in their 30-hour practicum placements in their subject area in a middle or high

school. I explained that preservice teachers could share either reading that related to the topic the students were studying or school-appropriate recreational reading that they thought might be of interest to the teenager. In order not to take up class time, I advised them to share their reading for two minutes before class began with a student who came into class early (even if the sharing occurred in the hallway). I asked preservice teachers to bring to their practicum class either a hard copy or digital form of a variety of reading material and to talk informally about the reading each time they went to the classroom during the semester. I asked cooperating teachers to suggest a student to his/her preservice teacher. I immersed preservice teachers in reading materials by bringing into the content area literacy course, carts full of tradebooks from different subject areas and letting them borrow. I gave them time before or during each class for sustained silent reading of a pleasure reading book (Daisey, 2013), asked them to complete an Amazon.com search, and go to a bookstore to look for reading materials in their subject area (author, 1995).

Data Collection

Toward the end of the semester, preservice teachers completed an anonymous survey containing open-ended questions. (See Appendix I). The purpose of the survey was to gather responses from secondary preservice teachers about how they shared their reading with individual middle or high school students. A second purpose was to discern what perceived barriers or reservations (if any) they faced (for example, did they feel their beliefs about their content area conflicted with the concept of sharing reading with a students). A third purpose of the survey was to gather preservice teachers' thoughts about

the positive effects of their sharing including relationship building, promotion of student motivation to read, and increase in achievement in reading.

The survey was written to try to maximize the relationship the responses collected and what was being measured. In order to enhance the validity of the survey, I considered past experiences with secondary preservice teachers in practicum (Daisey, 2012) and attempted to infer from patterns of association as Fowler (1988) recommends. Through the years of teaching secondary preservice teachers, I have encouraged them to read and share their reading with students. I have talked with them and listened to them individually and as a class over the years about sharing their reading. The survey questions asked them to inform me about how they made the sharing their own, i.e., how they went about sharing their reading and what positive benefits, if any, they believe the sharing promoted. This practice guided me to formulate survey questions about how preservice teachers went about sharing their reading with an individual student and the extent they thought sharing their reading built a relationship with students as well as afforded other positive outcomes. According to Fowler (1988), there are several advantages to the use of open-ended questions. They afford researchers unanticipated responses. They also may allow a more accurate view of respondents' thoughts.

The same survey was completed by five classes of secondary preservice teachers (two classes in the fall semester, another two classes in the winter semester, and one class in the spring semester), receiving similar responses each semester. When designing the survey, I attempted to increase the reliability by asking the same questions over three semesters to 99 different preservice teachers. The responses were similar each of the three semesters. The reliability was increased also because there was only one surveyor.

Moreover, the questions were related closely to what I was attempting to measure: the reading sharing experience, barriers, and positive significance such as improved reading motivation and achievement.

Data Analysis

The survey questions were analyzed by typing answers, then reading and rereading them to look for categories. Although, as the author, I was the sole researcher to categorize, when categorizing the responses for the second and third semesters, I reconsidered the categories from the previous semester(s) to decide if they should be split into more specific aspects. However, dividing categories did not appear necessary. Themes and patterns were studied using constant comparison method (Corbin & Strauss, 2007).

Results

The results of this study will be described by research question and matched with its related survey question. Categories of responses and percent of preservice teachers who offered a response in that category will be provided, as well as their quotes in order to allow their voices to be heard. Survey question 1 asked the content area major of the preservice teacher.

Research Question 1: How Preservice Teachers Shared Their Reading (Survey Question 2)

Preservice teachers shared their reading in a variety of ways. They shared their reading by having a conversation first (39.4%). A mathematics preservice teacher wrote, "I asked if they had ever read a book about math that wasn't a textbook and then showed them what I had." Other preservice teachers said that they jumped right into it (29.3%). An art preservice teacher reported, "I asked them if they wanted to see some art jokes." An

English preservice teacher recalled, “I approached the student before class, and asked her if she would be interested in looking at the book I brought and then we stood in the hall for 3 minutes looking at it.”

Some preservice teachers started with the student’s interest (24.2%). An English preservice teacher explained, “I asked her what kind of reading she enjoyed, and then found a book on my Kindle that I thought would appeal to her. I read a lot, so I had many books to choose from.” Other preservice teachers described the assignment (7.1%) or asked the student for an opinion (3.0%).

Opportunity to Share (Survey Question 3)

Preservice teachers found a variety of opportunities to share their reading. Some found an occasion to discuss content area reading (31.31%). For example, a CI preservice teacher shared “a recipe and ingredients with a CI student.” A physical education preservice teacher explained, “There is a book about getting the right mind set before competition. I shared the book with one of the high school wrestlers I coach who always got nervous before matches.” An instrumental music preservice teacher wrote, “I shared a technique that explained and had musical examples of lip slurs.”

Preservice teachers shared reading material that they thought of interest to students (25.25%). A mathematics preservice teacher reported, “I showed an interesting book so the student could see the ‘fun’ side of math.” A social studies preservice teacher wrote about sharing a “biography about a man who did heroic things during WW2. The class just started to talk about WW2 so I wanted to tell him about a book that is interesting and applied to school.”

Preservice teachers shared recreational reading material (23.23%). An art preservice teacher recalled, “before class I shared a small list of bad art puns I had found on line with the students who had arrived early.” An integrated science preservice teacher noted that “we were talking in advisory and the student was reading a Percy Jackson book. We talked about that and other stories including *Hunger Games*, *Ender’s Game*, and *Journey to the Center of the Earth*. An English preservice teacher described, “I shared various books of different genres with a student. I found out the types of books she liked. She also suggested a book she was reading and I read that.”

Preservice teachers described when they shared (20.20%). A social studies preservice teacher remembered, “it was break time between classes. We had about 4 minutes before the next class was going to begin.” A couple of preservice teachers shared their reading in order to provide a student with “love and attention” (2.02%).

What Preservice Teachers Said First and Did Last (Survey Question 4)

Preservice teachers explained how they started and concluded their sharing of reading. Some began by asking a question (43.4%). A mathematics preservice teacher asked, “Want to read some cool math lyrics?” A biology queried, “Would you like some information that might help you for your test?” Others talked about their favorite book (22.2%). For example, a social studies preservice teacher noted, “It came in the flow of the conversation and I said my favorite dystopian book is *Darkness at Noon*.” Some preservice teachers explained the assignment (19.2%). An English preservice teacher said, “I told her straight up that I had to share a piece of reading with her as an assignment for my college class.” Other preservice teachers began with a greeting (12.1%) or sought common ground (9.1%). An EI preservice teacher noted, “I’ve noticed

that you like comics, I do too.” Some offered related reading (7.1%). A few asked for an opinion (5.1%). An English preservice teacher asked, “Hey, can I get your opinion about a book?” Others asked the student’s permission (5.1%). An English preservice teacher said, “I noticed you do a lot of reading for fun. So do I. Do you mind if we share ideas from time to time about our reading?”

After sharing, preservice teachers put the reading material back in their backpacks and took home (37.4%). A social studies preservice teacher reported, “It’s still on my bookshelf at home, awaiting integration into my classroom library.” Some preservice teachers let the student keep it (19.2%), or made copies for them (2.0%). Others read it themselves (12.1%), let the student borrow it (11.1%), took the reading material back to the library (10.1%) or kept it on their phone or computers (7.1%). Some preservice teachers left the reading in the class for other students (5.1%). A mathematics preservice teacher recalled that s/he let the student “flip through it for the day and she talked about it with her friends a little.”

Characteristics of Students (Survey Question 5)

Preservice teachers shared their reading with a variety of students. Characteristics cited most frequently were “popular,” “motivated,” “funny,” “quiet,” “uninterested,” and “challenged.” A mathematics preservice teacher remembered, “I shared a tradebook on women in math that she liked. She was very quiet and still tends to be that way but now I see her smile.” An English preservice teacher wrote, “This is an alternative high school. I have heard of him getting into trouble but have had no trouble with him myself. He’s very opinionated and will discuss when he feels strongly about something.”

How Students Were Chosen (Survey Question 6)

Preservice teachers described how they chose a student. Many chose a student who they thought would be interested (56.6%). An English preservice teacher explained, “he approached me on the first day and asked me questions.” Others chose a student who they saw reading (13.1%) or who needed help (11.1%). Some preservice teachers chose a student who arrived early (9.1%). A mathematics preservice teacher explained, “with a smile I would find students who showed up early if they were open to conversation.” Preservice teachers chose students who were available (9.1%). A social studies preservice teacher noted, “I chose the student who looked finished with their work.” Other preservice teachers chose students at random (8.1%), or from teacher recommendations (7.1%).

Types and Sources of Reading Shared (Survey Question 7)

Preservice teachers shared a wide variety of reading material. Most frequently cited were books, novels, poetry, sci-fi/fantasy, biographies, internet articles, magazines, how-to and graphic novels. Also shared were children’s books, sheet music, forms, story problems, textbooks, writing in French or Spanish, jokes, young adult or historical fiction, and short stories.

Preservice teachers noted that the reading came from their personal library (including Kindle library) (41.4%), local or university library (22.2%), internet (18.2%), and bookstores (11.1%). Other sources were Amazon.com (4.0%), cooperating teacher’s classroom library (4.0%), something they wrote (3.0%), borrowed from a friend (3.0%), from another course (3.0%), or the content area literacy course professor’s library (2.0%).

Research Question 2: Reservations about Sharing

What barriers (if any) did preservice teachers have about sharing their reading with a teenage student? (Survey Question 8)

The reason most cited by preservice teachers (56.6%) was their concern that students would not be interested in reading or the subject. An English preservice teacher worried, “The students have expressed that they don’t read and don’t like to read, so it’s intimidating to share reading with them knowing that they don’t like to read.” An integrated science and a mathematics preservice teacher both believed that students were not interested in their subject area.

Some preservice teachers said that they had no reservations (17.2%). A social studies preservice teacher said, “The opportunity presented itself and I seized it.” Other preservice teachers worried that the reading was too advanced or abstract. (11.1%). A mathematics preservice teacher wrote, “I don’t want to share a book that is too abstract in thought for a student and make them feel not ‘smart enough.’” An instrumental music preservice teacher thought, “some students can be intimidated by complicated-looking music or techniques.” Some preservice teachers feared the sharing would be awkward. (10.1%). An integrated science preservice teacher thought “a student might find it odd to bring up reading in a first conversation.” Six English preservice teachers worried that parents might object to the coarse language, or topics of magic or race.

Did Preservice Teachers Think Their Subject Area Played a Role in Their Sharing? (Survey Question 9)

Two-thirds of preservice teachers thought their subject area played a role (65.7%). The English, chemistry, social studies and art preservice teachers who did not think their major played a role, thought reading was valuable in every subject area. English-

communication arts preservice teachers who thought that their major played a role (22/29, 75.9%), felt that it was easier to share because students expected it in English because they read a lot themselves.

Two integrated science and one chemistry preservice teachers believed that their major played a role because they felt science stories were important to include in instruction or they felt knowledgeable about their subject matter. All three biology preservice teachers thought their major played a role. One wrote, “my major is something that interests and excites me, so sharing cool things about biology with students is enjoyable.”

Many social studies preservice teachers (22/29, 75.9%) thought that their subject area played a role. They felt confident and thought there was much material available. “Biographies are a wonderful way to learn historical accounts through the eyes of a person students can relate to.” Most of the special education preservice teachers (8/10, 80%) felt their major played a role. This was because they have more opportunity to work one-on-one with students, are aware of students’ reading level, always try to help students, and know how to build relationships with students. One wrote, “My major has prepared me for rejection a lot.” All three music preservice teachers thought that their major played a role. An instrumental music preservice teacher believed that the ‘book helped me to become the trombone player I am today.” Both foreign language preservice teachers thought their major played a role. The French preservice teacher explained that she was used to reading with students.

Most mathematics preservice teachers (9/12, 75%) thought that their major did not play a role in sharing reading because it was not expected, but they felt it was important to disrupt this norm because reading was fundamental to understanding mathematics. One

explained, “I am myself enthusiastic about ‘interesting’ math tidbits, so I was able to find a fun book in the subject to share and to present it energetically.” Three mathematics preservice teachers (3/12, 25%) who thought that their major did make a difference, felt it was more difficult to find ‘fun’ reading material in mathematics or was surprised of the broad variety available. The physical education preservice teacher did not feel that the subject area played a role because the sharing was part of coaching as opposed to teaching.

Two art preservice teacher thought that their major made a difference. One explained that students tended to think that art was projects rather than reading; however, this preservice teacher thought that was important to show that there were valuable reading resources in art. The other art preservice teacher wrote, “It played a role in my worrying, but it went well and was useful.”

Research Question 3: What Positive Effects Did Preservice Teachers Think Sharing Their Reading Had on Their Students?

Relationship Building (Survey Question 10)

Many preservice teachers believed that sharing their reading played a role in forming their relationship with a student (32/99, 32.5% “strongly agreed” and 50/99, 50.0% “agreed”); while 17.2% (17/99) “disagreed.” One reason cited by half (47/82, 57.4%) of the preservice teachers who “strongly agreed” or “agreed,” was the belief that students seemed more comfortable to talk to them about their reading, were more trustful, open, or had eye-contact. Fourteen preservice teachers (14/82, 17.5%) described how their students approached them when they came to class. Twelve preservice teachers (12/82, 15.0%) noted that students were excited to see the reading that they had brought to show

their students. For instance, an art preservice teacher who “strongly agreed,” noted “Once I pulled out my [Dove] chocolate [with quotes printed on the wrappers] and pulled up some reading on my phone or laptop, I was relatable.” Two preservice teachers reported that their student told them that they were one of the few who listened to them. One preservice teacher reported the student felt special when she was given a book.

Preservice teachers thought that sharing their reading afforded them an opportunity to discover common interests (6/82, 7.5%). They felt that sharing their reading gave them a reason to talk to students. For example, a Spanish language preservice teacher who “strongly agreed” that reading played a role informing a relationship wrote, “I don’t know that we would have spoken very often without having the reading to talk about.” A mathematics preservice teacher who “agreed” explained, “Having the everyday constant communication opened a door for my student and me to get to know each other. If I didn’t share with him, I doubt we would have the same relationship that we do now.”

Of the 17 preservice teachers who “disagreed” that sharing reading helped to build a relationship, five (5/17, 34.0%) thought that students were not interested. Five others (34.0%) thought that students just wished to talk to them, or have help with their work. Yet, one biology preservice teacher noted the student was pleased to have someone remember her name and pronounced it correctly. One mathematics preservice teacher thought that sharing reading was a “conversation stopper” and an English preservice teacher concluded that “reading couldn’t be forced.” Another mathematics preservice teacher never settled on one student but was “dating around.”

Other Positive Effects of Sharing Reading

Although preservice teachers varied in their rating for their belief that sharing their reading helped to build a relationship, 23 (23/99, 23.2%) of them cited the following positive effects: confidence to speak and to read aloud in class, decreased intimidation by their errors, and validation in their genre choices. For instance, a biology preservice teacher observed that, “he liked the attention and it seemed to make him more likely to talk in class.” Likewise, an English preservice teacher reported, “My student actually volunteered to read aloud last week. That was the first time. She’s also been keeping up with the class reading book.” Another positive effect described by 20 (20/99, 20.2%) of preservice teachers was an increase in comfort level, trust, and openness.

Other reasons cited most frequently: opportunity to motivate students to read, pursue their interests, and to continue their education. Ten preservice teachers (10/99, 10.1%) believed sharing created interest in reading. A chemistry preservice teacher noted, “I think my sharing of my reading has made the student more open to reading than he was at first. He said he rarely read anything ‘for fun’ at the beginning of the semester, but it seems has started now.” Ten preservice teachers (10/99, 10.1%) mentioned discovery of similar reading interests. Ten others mentioned an opportunity to learn content (10/99, 10.1%). For example, a social studies preservice teacher through that “the student is more aware of the purposes of fiction when learning about principles of social studies.”

A benefit of sharing reading cited by 8 (8/99, 8.1%) of preservice teachers was better student behavior in class. A mathematics preservice teacher reported, “[Student] has behaved better in class on days when I read to him especially since I split the reading between math and comic books.” Similarly, an art preservice teacher wrote,

I believe my sharing with [student] inspired him to become more engaged in his class work. I say this because in the beginning he never did his assignments. After I started sharing with him, I noticed an incline in his productivity. I noticed him being more engaged with his classmates.

A few preservice teachers (3/99, 3.03%) thought that sharing reading helped to humanize teachers to students.

Discussion

Although there is a growing need for middle and high school students to read well in order to succeed academically and later in the global workplace, too many students perform poorly on national tests of reading (NCES, 2011). Previous research has shown that motivating students to read increases the amount of reading that they do (Ivey, 2002). Teachers have been identified as important role models of reading for their students (IRA, 2010), yet research has shown that more secondary teachers need to serve as reading role models (Daisey, 2009). The purpose of this study was three-fold: first, to offer teacher educators of secondary preservice teachers specifics of how preservice teachers shared their reading in school. A second purpose was to determine barriers to share reading, and the third purpose was to describe the benefits of sharing reading.

In regards to the first purpose (or research question one), this study provides practical advice about how preservice teachers took their initial steps toward becoming a reading role model. This is helpful, because if future preservice teachers have an idea of what other preservice teachers have said, what they shared, what opportunities opened, and

what to expect as responses from students, they may have less reservations about sharing their reading.

In regards to the second research question, pertaining to barriers, preservice teachers worried that students would not be interested. Consequently, many tended to choose a student who appeared interested. Researchers have found that teachers' efficacy beliefs influenced their interactions with students that enhanced student investment and achievement (Midgley, Feldlaufer, & Eccles, 1989). One English preservice teacher worked with a student who had gotten into trouble in the past and was in an alternative high school. This preservice teacher learned while building a relationship with this student that the student had strong opinions, but had rapport with the preservice teacher. Kindig (2012) believes that "teachers are some of the bravest people I know. We go into the classrooms every day to face kids, some who are eager to read and learn, some who tolerate school but can be motivated" (p. xiii). Preservice teachers are encouraged to be "interesting people are motivated by things bigger than the status quo" (Hagy, 2013, p. 95). Linda Rief (2014)

told the class about meeting the author, Gary Paulsen in person. He spoke about the difficulties he faced as a child, how a librarian got him off the streets, how it was dark and cold outside when he wandered into a warm, bright library. How the librarian gave him hot chocolate and told him he was welcome anytime-he didn't need to read anything. How, many visits later, he asked if she had any books he might like. How he began to read, gobbling up books,

“hungry like a wolf,” and realized he had stories to tell, too.” (p. xv).

McGuey and Moore (2007), in their book, *The Inspirational Teacher*, reassure teachers that their efforts may not always receive the immediate positive outcome they desire from students. However, they rally teachers to think of relationship building as daily deposits in a 401(K) fund and not to give up.

Two-thirds of preservice teachers thought their major played a role in their sharing. Some English preservice teachers noted it was natural or expected to share reading and there were many options to share. In contrast, most mathematics preservice teachers (9/12) did not think their subject area played a role. They explained that sharing reading was not expected in their subject area or could be seen as a barrier, but that they wished to disrupt the norm. Berdik (2012) believes that “the power of expectations is so pervasive that we may notice only when somebody pulls back the curtain to reveal a few of the cogs and levers responsible for the big show” (p. 10). Fox (2014) suggests writing stereotypes in a notebook, examining and throw out those that inhibit, followed by building new, more useful beliefs. This exercise would be a useful journal reflection for preservice teachers in the future. The other three mathematics preservice teachers noted their belief that it was difficult to find “fun” mathematics books. This belief seemed deeply entrenched even though I brought a cart of 100 or more mathematics trade books to class, as well as asked preservice teachers to look for trade books in their subject area on Amazon.com and in a bookstore. These trade books were used in class assignments. Hence, more immersion and use of mathematics trade books are needed to change minds.

Now turning to the third research question about the potential of sharing reading to build a relationship with a student. Researchers have found that if teachers let their students become acquainted with them as readers while discovering students' interests by sharing reading material, this is an avenue to form a relationship (Brailey, 2012; Milner, 2011). This is a discovery of a Spanish language preservice teacher who noted that sharing reading gave a reason for talking and getting to know a student. A mathematics preservice teacher doubted that there would have been the same relationship if it were not for sharing reading. Rimm-Kaufman (2014) believes that students need a personal connection to a teacher, frequent communication with a teacher, as well as guidance and praise from a teacher. As a result, a student will likely become more trustful, show more engagement in the academic content presented, display better classroom behavior, and achieve at higher levels academically. In the current study, preservice teachers found through the act of sharing reading their students' trust and comfort level to share their own reading increased. Moreover, preservice teachers reported that their students were excited to see them, felt special, and appreciated having someone listen to them.

In addition, to creating and enhancing relationships, preservice teachers noted other positive affects. They thought that through sharing reading they provided students support and motivation to speak, read aloud, as well as behave better in class, read for fun, and learn content. Klem and Connell (2004) found that teachers who experienced close relationships with students reported that their students were more engaged in learning. Other researchers have observed that students read more when they are positively motivated, meaningfully engaged, curious, and feel a sense of self-efficacy (Wigfield, Wilde, Baker, Fernandez-Fein, & Scher (1996). Moreover, conversations can

help develop students' content knowledge, as well as academic language and deliberate discourse, reasoning, speaking, and listening skills (Michaels, O'Connor, Hall, & Resnick, 2002).

The results of this study revealed that through sharing reading, instruction for teenagers was more closely aligned to their interests and strengths, as Fisher and Ivey (2007) recommend. Preservice teachers noted that sharing gave them a reason to talk to students. Conversations about reading are a pleasure shared by readers. It is a three-way meeting among writer, reader, and others. It is an intellectual stimulus that is available to all readers (Weyandt, 2012). Intervention is needed to open the restricted moments that adolescents are offered in secondary school to expand their reading lives (Greenleaf, Jimenez, & Roller, 2002). Through this opportunity, preservice teachers built relationships with students while promoting not only content instruction (Bintz, 1997), but a life that includes reading (Sumara, 1996).

This study's results revealed for teacher educators initial steps by preservice teachers toward becoming reading role models, as IRA (2010) recommends, while voicing the benefits. The results of this study revealed that secondary preservice teachers believed that their sharing of reading with individual middle and high school students provided an opportunity for them to enhance students' interest in the subject area and in reading. In the words of an English preservice teacher, "She's becoming more verbal and more aware that trying in school is cool. It all started because of books."

Conclusion

Because preservice teachers self-reported their experiences sharing their reading, as a secondary content area literacy instructor, I am left with many questions. I wonder if

preservice teachers' reservations about sharing their reading could be reduced if they had a collection of two-minute videotapes to watch of preservice teachers in their subject area sharing their reading. The videotapes could be accompanied by short interviews of the preservice teachers describing what went well and what they would have done differently next time. I would like to know more about their method for selecting writing to share. It would be helpful to know what the students and cooperating teachers thought about the practice of sharing reading. These questions I leave for future researchers to answer.

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Appendix 1

Please complete the following survey based on your experiences sharing your reading with your student in practicum this semester.

1. Please tell me your major: _____
2. How did you go about sharing your reading with the student?
3. What opportunities/occasions did you have in practicum that you used to share your reading with a student?
4. How did you choose a student?
5. What did you say first to begin your sharing?
6. Describe the characteristics of your student.
7. What types or forms of reading did you share?
8. What reservations did you have about sharing your reading with your student?
9. Do you think your major played a role in sharing with a student? Please explain.
10. Do you think sharing your reading with a student helped to build your relationship with him/her? Strong Agree/Agree/Disagree/Strongly Disagree Please explain.
11. What positive effects (if any) do you think sharing your reading had on your student?

Thank you for your responses.