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TEN ELEMENTARY SCHOOL TEACHERS’ VOICES

Abstract
It is important to support teachers to adapt and apply effective literacy instruction strategies. Teachers may receive support from many sources, such as principals, literacy coaches, parents and colleagues. Perhaps most importantly, the teaching of literacy requires the support of the principal, literacy coach, and others who can collaborate with the classroom teacher to implement effective literacy instruction and all of these supports play a role in effectively achieving high literacy levels among students. This is a qualitative study, which used a phenomenological approach to data collection. The researcher focused on capturing the professional level experiences of ten 2nd grade teachers located in 3 mid-sized city school districts in the Midwest as they described their approaches to literacy teaching, their thinking as they make their literacy practice choices, and professional colleagues who influenced the choices they made. Direct interviews were used to discover 1) the strategies and instructional practices for the teaching of literacy that the teachers found to be effective and 2) the support and influence that the other adults in their teaching environment had on the teachers with the adoption and implementation of literacy teaching strategies.

Results
Findings were discussed as four themes that correspond with the four major questions that emerged from the data.

Conclusions
A key message from effective and veteran teachers’ voices to other teachers, especially new teachers, is that adopting and implementing effective literacy instruction strategies, will allow them to benefit from several support resources and will create effective factors for literacy learning that will lead to improvement for their students. It is important to hear from veteran teachers’ perspectives and call attention to the idea that having a common vision is a probable way of overcoming issues that confront schools where the development of effective teaching practice is concerned.

Acknowledgments
With the completion of this work, I am prompted to think of the road that guided me to this place and time in my life and those along the way for whom I am really thankful. This process of conceiving of, preparing for and writing this dissertation would not have been as meaningful without my loving family’s support. He has provided continuous support and encouragement from when the first time encouraged me and suggested go into studying here in the U.S.A., and everything else. I thank him and acknowledge his assistance with my mother’s prayer on every aspect of my life. I also would like to thank my husband, Mohamed for his support throughout my study away from our homeland and my family; without him I would not have gone to college and the literary study alone to become a Doctor of Philosophy in Education. I would also like to acknowledge the sacrifices of my family throughout my journey, especially my children. Your patience and love mean more to me than any gift, recognition, or appreciation I could ever receive. Special thanks to Dr. Lynn Nations Johnson who is my Co-Chair for my Doctoral Dissertation, and whose professional advice and guidance have offered me opportunities I would have never imagined. She has motivated me in my professional life and has been an inspiration to me. I also acknowledge and thank the ten participants. Their time, voices, and insights are greatly appreciated.

Research Method & Design
This is a qualitative study, which used a phenomenological approach to data collection (Creswell, 2013; Merriam, 2009; Marshall & Roseman, 2006).

Validity, Credibility, and Dependability
The researcher used several strategies to establish validity, credibility, and dependability, such as peer debriefing, thick and rich description, and code-recode (Mershall & Roseman, 2006; Chilisa, Prece, 2005; Creswell & Miller, 2000).
- Peer debriefing was reached through discussion by Researcher 1 and 2 about the research process to analyze findings, and draw conclusions (Chilisa, 2005). Peer debriefing was an effective way to provide the researcher a thick and rich description that was reached by discussing the researcher coded the same data twice by giving at least one or two weeks period between each coding to compare the results from the two codings and see if the results were the same or different (Chilisa, Prece, 2005).

Findings
Findings were discussed as four themes that correspond with the four major questions that emerged from the data.

Tennis Used in Results Table

<table>
<thead>
<tr>
<th>Theme</th>
<th>N</th>
<th>Core Idea</th>
<th>N</th>
<th>Emergent Idea</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Effective Literacy Instruction Strategies</td>
<td>Question 1: Which do you believe are the most effective literacy instructional strategies? And Why?</td>
<td>A</td>
<td>Identifying Effective Literacy Instruction Strategies</td>
<td>Different Strategies for Building Vocabulary, Increased Fluency, Reading Comprehension, Phonemic Awareness</td>
</tr>
<tr>
<td>2</td>
<td>Effective Support Resources in Literacy Learning Development Question 2: Would you describe the support you received from your principal, literacy coaches, parents, as well as other help you have and can apply to improve your literacy instruction strategies?</td>
<td>B</td>
<td>Making Decision about Literacy Instruction Strategies as Effective</td>
<td>1</td>
<td>Different Assessments and Testing</td>
</tr>
<tr>
<td>3</td>
<td>Essential Factors In Literacy Learning Development Question 3: What do think about other factors, such as curriculum, a classroom environment, the relationship between teachers and their students, and others that impact teachers to improve and be creative in their literacy instruction strategies?</td>
<td>C</td>
<td>Super Majority</td>
<td>1</td>
<td>Limited</td>
</tr>
<tr>
<td>4</td>
<td>Challenges and Difficulties in Literacy Learning Development Question 4: What challenges have you encountered when trying to use and apply the most effective literacy instruction strategies, and how did you respond to these challenges?</td>
<td>D</td>
<td>Support form Parents</td>
<td>1</td>
<td>Rare</td>
</tr>
</tbody>
</table>