

Teacher Beliefs About Literacy and Its Impact on Instruction

Stephanie Belizaire

Institutional Affiliation

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Focus Question: Do teacher beliefs about literacy impact teacher practices/instruction in literacy?

The article by McCoss-Yergian & Krepps (2010) titled *Do Teachers Attitude Impact Literacy Strategy Implementation in Content Area Classroom* has significantly addressed teacher beliefs in reading instruction. Unlike the article by Stoube, (2009) that centers on the beliefs held by preservice teachers, McCoss-Yergian & Krepps (2010) discusses five broad categories of the beliefs held by secondary teachers about literacy and their impacts on instructions. The article probes the available literature on the teacher belief systems. For example, the article reiterates that high and middle school teachers' resistance to implementing content literacy approaches result from issues such confidence in teacher preparation, teacher beliefs about the responsibility and the roles of the content area and middle and high school culture and traditions. Inherently, McCoss-Yergian & Krepps (2010) argue that these deeply rooted beliefs, images and assumptions that guide teacher's thinking about actions and schooling in the classroom are mental models.

On the other hand, in the article *The Emergence and Development of Pre-service Teacher's Professional Belief System About Reading and Reading Instruction* by Stoube (2009), the author makes three conclusions based on teacher beliefs. One is that the beliefs held by preservice teachers about instructions are in the process of evolving. Secondly, the author concludes that the field based experiences for preservice teachers are the primary source of beliefs held by the preservice teachers about instructions. Lastly, the beliefs of course instructors on reading and instructions does not have any impact on the belief of preservice teachers. Therefore, the implications of these conclusions on instructions and practice is that preservice teachers start to teach educational programs with already sexisting beliefs of the teachers they

want to become. In essence, preservice field experience makes them create a fictive image of themselves as teachers and this influences their mode of instruction delivery.

Both articles use sufficient and relevant evidence in the analysis. The article by McCoss-Yergian & Krepps (2010) incorporates past studies in the analysis to help break-down the issue of teacher's beliefs and its implication in teachers' practice. Similarly, the article by Stoube, (2009) has a literature review section that discusses relevant evidence about the topic. Additionally, the article uses the evidence in the result, discussion and conclusion efficiently. The evidence by both articles is credible and relevant.

One of the positive implication that for the claim that belief impacts instruction is that the teacher's belief about literacy forms the basis of sufficient preparation for instructional delivery. For example, the belief that insufficient practice or lack of knowledge leads to lack of implementation of learning is important in enhancing preparation for content delivery and instructional practice among teachers. On the other hand, a negative implication is that the teacher's beliefs about content literacy primarily operate as barriers to implementation.

I am certain that teacher beliefs impact literacy instruction in several ways. Firstly, I will break my belief categories into six categories: classroom culture, lesson design, understanding and engagement, classroom environment, time, and assessment. Ideally, I can create a reading environment that avails texts to aid reach students' goals and needs. Similarly, as a teacher, I will build a classroom library to boost students' performance. Lastly, I will make proficient readers who have the right to be accountable and involved in their reading.

References

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