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The article, "Do teacher attitudes impact literacy strategy implementation in content area classrooms?" made a compelling claim for the role of teacher beliefs in reading instruction. In the article, a scale to Measure Attitudes toward Reading in Content Classrooms was used as well as interviews to determine how teachers' attitudes impact their literacy strategy instruction. This study used more quantitative and qualitative methods. In the article called "The emergence and development of preservice teachers' professional belief systems about reading and reading instruction," the author focused on the process through which some elementary school teachers' beliefs about reading instruction changed over time while taking reading methods courses. This was a qualitative, longitudinal study.

In the article "Do teacher attitudes impact literacy strategy implementation in content area classrooms?" a lot of data was collected to analyze how teachers felt about literacy instruction. One thing that stood out to me was that many content area teachers did not feel adequately trained to teach reading strategies to their students. That led teachers to have less confidence to teach students about literacy strategies. In the article it was noted that 72% of the participants reported not being familiar with content area literacy strategies. Teachers should feel better prepared to teach these strategies to their students. Also, 92% of participants felt that the No Child Left Behind Act does not address literacy. The participants should feel that literacy instruction is crucial to learning in order to effectively teach students. From the data, the participants do not feel prepared to teach literacy instruction to the students.

I do believe that teacher beliefs impact literacy instruction. Having the confidence and strategies available will leave teachers feeling ready to best educate students. A teacher will show their students the things they find valuable and strategies that a teacher thinks students can benefit from.