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**A CASE STUDY OF THREE PRIMARY TEACHERS' PERCEPTIONS AND  
IMPLEMENTATION OF GUIDED READING: A RETROSPECTIVE ANALYSIS  
(401 pp.)**

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The purpose of this retrospective cross case analysis was to determine how the teaching of guided reading, the professional development teachers attended on guided reading, and teachers' positions to knowing as described by the feminist epistemology women's ways of knowing interconnected to inform 3 first grade teachers guided reading enactments.

Teaching guided reading is a constructivist act and only teachers at the constructed knowing position are able to fully support children's strategic reading development. The results of this study lie in the teachers' ways of knowing. Each teacher was informed in every aspect of her learning, teaching, and efficacy by her position to knowing. Each exemplified a different stance to knowing that either supported or hindered her learning and teaching practices.