

References

- Butera, G., Friesen, A., & Stone-MacDonald, A. (2013). What you can accomplish in a year:” An ethnography within a Head Start community. *National Head Start Association Dialog*, 16(4), 11-29.
- Grisham, D. L. (2000). Connecting theoretical conception of reading to practice: A longitudinal study of elementary school teachers. *Reading Psychology*, 21(2), 145-170.
- Hatton, N., Smith, D. (1995). Reflection in Teacher Education: Towards Definition and Implementation. The University of Sydney: School of Teaching and Curriculum Studies. Retrieved from <http://www2.edfac.usyd.edu.au/LocalResource/Study1/hattonart.html>
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed.). Thousand Oaks, CA: Sage Publications.
- Moje, E. B., & Wade, S. E. (1997). What case discussions reveal about teacher thinking. *Teaching and Teacher Education*, 13(7), 691-712.
- Olson, J. R., & Singer, M. (1994). Examining teacher beliefs, reflective change, and the teaching of reading. *Literacy Research and Instruction*, 34(2), 97-110.
- Strauss, A., & Corbin, J. (1998). Basics of qualitative research: Techniques and procedures for developing grounded theory (2nd ed.). Newbury Park, CA: Sage Publications.
- Vacca, J. L., Vacca, R. T., Gove, M. K., Burkey, L., Lenhart, L. A., & McKeon, C. (2003). *Reading and learning to read* (5th ed.). Boston, MA: Pearson Education, Inc.
- Vacca, R. T., Vacca, J. L., & Bruneau, B. (2004). Teachers reflecting on practice. *Handbook of Research on Teaching Literacy Through the Communicative and Visual Arts: Sponsored by the International Reading Association*, 445.
- Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Cambridge, MA: Harvard University Press.
- Wertsch, J. V. (1998). Mind as action. New York, New York: Oxford University Press.