

Developing a Culturally Responsive Literacy Pedagogy: Preservice Teachers, Teaching Cases, and Postcard Narratives

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by

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DEDICATION

I dedicate this dissertation to my family. First, to my husband Scott, for the love and support you provided throughout this process; I am eternally grateful. Our two toddlers, Matthew and Lance, who were both born during my doctoral program, I thank you both for your unconditional love. To my mother and father, thanks for

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ABSTRACT

The results of the U. S Census provide evidence that our population is becoming more varied and that diversity is most salient in our schools. This demographic shift will continue to have a significant impact on the curriculum, students, teachers, and other aspects of education as we have historically known it. One of the most challenging aspect is that while our students are becoming more diverse, our teacher population is not. Eighty to ninety percent of the teaching population is White, heterosexual, middle class females, with little experiences with people from diverse backgrounds. (Lowenstein, 2009; Sleeter, 2001).

The academic achievement gap continues to widen between culturally diverse students and their White peers. This disparity in achievement along demographic lines indicates a clear and present need to more fully prepare teachers on how to educate children of diverse backgrounds--a crucial component of developing a culturally (Lee, Summers, & Garza, 2009, p.1). This mixed method study was developed around the hypothesis that teaching cases and student-written postcard narratives using an empathetic identity (Wiseman, 1978) should be used in a literacy course to foster a culturally responsive literacy pedagogy.

case discussion, the preservice teachers engaged in a writing exercise where they used an empathetic identity to ima

Three recommendations to teacher education are suggested based on the conclusions drawn from the data. First, teacher education curriculum should include experiences that can foster a culturally responsive pedagogy. The use of teaching cases featuring diversity and literacy issues is strongly suggested, as well as cultivating experiences that allow the preservice teachers to use an empathetic identity.

Secondly, these experiences should be viewed as valuable tools for professors in higher education, as the teaching population of higher education mirrors that of our teaching population (Lowenstien, 2009; Sleeter, 2001). During the case-based discussion the professor and preservice teachers can draw upon their shared knowledge of theoretical, cultural, cognitive, and experiential knowledge of teaching children from diverse backgrounds (Nordoff & Kleinfeld, 1992) as a conduit for a culturally responsive literacy pedagogy.

Finally, teacher education has a responsibility to the well-being of their preservice teachers when purposely creating cathartic experiences. Culminating discussions should be designed to balance these emotional experiences (Ellis, 1995; Shulman, 1992).

Several areas were identified for future research, encompassing the implementation of teaching cases and preservice teacher curriculum.

CHAPTER I

We must listen to the people from all corners of the earth. We must listen to the people who have been marginalized by our society due to their race, sexual orientation, gender, culture, or education. We must listen to them so that we can question how we can make this a better place to live and learn for everyone (Kincheloe, 2007).

Background

The United States has become a country of perpetual immigration. Throughout our history, large cohorts of immigrants from many areas of the world have arrived to our shores for very diverse, but specific reasons. These groups have uprooted themselves from their homeland to move to a strange country due to wars, revolution, political unrest, safety, religious persecution, economic opportunity, social mobility, and disasters such as famines or epidemics (Bryant, 1999; Massey, 1995). For the purpose of this study, the immigrants described below are people who have moved to America voluntarily seeking economic well being, better opportunities, or greater political freedom (Ogbu, 1992).

History of US Immigration

Our country has seen four major waves of immigration. The first wave began with the British colonists in the 1600's and reached a peak before the Revolutionary War. Many immigrants also came from Ireland, Germany, and Scotland. (Bryant, 1999). The

second wave started in the beginning of the twentieth century and lasted until the Great

Henry (1995)

residents identify themselves as being of a group other than single-race, non-Hispanic white.

This demographic shift has, and will continue to have, a significant impact on the curriculum, students, teachers, and every other aspect of schooling we have historically known to ignore this shift is to marginalize every student, not just our minority population. Banks (2006) defines multicultural education as a movement that is leading schools down a path so all children from every social class, gender, race, and culture will have an equal opportunity to learn.

Diversity in Florida

The fact is that our population is becoming more diverse in all parts of our country is significantly noticeable in the state of Florida where this study takes place. According to the *University of Florida News*, an article in 2004 reported Florida's Hispanic population will significantly outpace the state's non-Hispanic white and black populations over the next 25 years. It was further reported by the 2000 US Census figures, that Florida's Hispanic population is currently about 17% of Florida's population and is projected to account for about 23% in 2030.

Diversity and the Teaching Profession

While our population is becoming more diverse every year, our teacher population is not. Eighty to ninety percent of the teaching population is white (Lowenstein, 2009; Sleeter, 2001). The census extrapolations project that by 2010, 95% of elementary classroom teachers will be White, middle-class females who have had little interaction with people from diverse backgrounds (Haberman, 1991). Researchers note

that while approximately 40% of teachers have students with limited English proficiency in their classrooms, the majority of teachers are monolingual. Moreover, only one quarter of those teachers have received training for working with English language learners (ELLs) (Sleeter, 2001; Zeichner, 1993). It is evident that there is great potential for a cultural mismatch between who is teaching and who is being taught.

The Achievement Gap

Today we are faced with a large gap between the academic performance of White students and that of minority students in school. The achievement gap refers to the social, ethnic, and economic disparities found in academic performance (Lavin-Loucks, 2006). In part, to address the gap, President Bush signed into law No Child Left Behind (NCLB) legislation in 2002 (Kozol, 2005). Yet, eight years after this legislation was signed, the achievement gap is still present.

According to the National Center for Education Statistics (2007), every state that was able to report their statistics (42 states) showed a gap between the performance of Caucasian students and African Americans on national reading exam scores. Examination of high school graduation rates further demonstrates the significant impact of academic discrepancies across ethnic groups. The Urban Institute's report on ethnic minority graduation rates shows Whites and Asians at 75-77%, and Black and Hispanic students' graduation rate at 50 percent (Swanson, 2004).

Multicultural Education

Ogbu (1992), asks, To what extent will multicultural education improve the academic performance of those minorities who have not traditionally done as well in

school? (p 6). Out of the Civil Righ

Mexican Flag for Cinco de Mayo, an ethnic-additive approach that minimizes rather than celebrates cultural diversity. Cortes has suggested that these practices ghettoize ethnic content within the curriculum (as cited in Diaz, p13).

The true focus of a multicultural curriculum, both for preservice teachers and their students, is to develop cross-cultural competency that aides them in acquiring the insight to see themselves as part of a global society where their fate is embedded in the fates of all people (Banks, 2006).

Culturally Responsive Pedagogy

A multicultural education may become a vehicle for preservice teachers to valuing a cultural responsive pedagogy. A culturally responsive pedagogy requires teachers to explore their own beliefs about minority groups, learn about cultures other than their own, and develop strategies for educational equity (Gay & Kirkland, 2003; Villegas & Lucas, 2002; Banks, 2006).

Many teacher preparation programs have taken one or several of the following approaches to bolstering the multicultural content to their education programs: (a) a free-standing multicultural education course, (b) infusing multicultural curricula into core course work, and/or (c) adding a field based requirement in a diverse setting (Sleeter, 2001).

Despite the NCLB legislation, our minority students are still not performing to the same standards as their white peers. With teachers facing more pressure than ever to raise test scores, as a researcher I find myself asking, What are we missing with regard to the educational and developmental teaching of all students? Research on multicultural

curriculum and culturally responsive teaching pedagogy deserves more attention.

Villegas and Lucas (2002) identify six characteristics that define the culturally responsive teacher.

1. The teacher has a sociocultural consciousness. A culturally responsive teacher can recognize there are perspectives to one situation and these perspectives are influenced by a person's culture.
2. A culturally responsive teacher holds affirming views of students from diverse backgrounds.
3. A culturally responsive teacher sees themselves as an agent of change and recognizes that he/she is responsible for bringing about educational change.
4. A culturally responsive teacher holds a constructivist view of learning.
5. A culturally responsive teacher knows about the lives of his or her students.
6. A culturally responsive teacher uses the culture, background, and knowledge that a student has to design instruction.

According to Ladson-Billing (1995), over the last 15 years anthropologists have tried to find ways to bridge the relationship between students' homes and school cultures. Researchers have recently drawn their attention to the importance of combining home culture and classroom experiences to enhancing the social, academic, and cultural needs of children (Phuntsog, 2001). Therefore, culturally responsive teachers go beyond the curriculum to capitalize on the cultural characteristics, experiences, and perspectives of diverse students as a way of teaching them.

bring about educational equality, all major components of the school must be substantially changed (Banks, 1993, pp.25).

The dimensions of multicultural education in Banks' (2006; 1993) seminal work will serve as the foundation for this study. The dimensions are:

- a. Content Integration- the extent to which teachers use examples and

My Experiences

I am one of the 87-90% of the previously described teachers. Banks (2006) describes a person's culture as their association with groups: race, ethnicity, social class, gender, language, religion and sexual orientation. I am white, raised in the Catholic faith. My parents are first generation Polish Americans. Other than a few words of Polish I learned from my family's Sunday visits to Grandma's house in the predominately Polish enclave of Greenpoint, Brooklyn, I grew up only speaking English. Four years of Spanish instruction in high school proved to be too little too late. I was raised a child of a blue collar middle class family and I am heterosexual.

It was 1997 and with a Bachelor's of Science in Elementary Education diploma in hand, I was charged with the attitude that I was ready to change the world. I was armed with my thematic units, new outfits from the Gap, and the eagerness to bestow all of my learnings upon the children I would teach. I graduated in December, and was quickly hired by a Title One school in South Florida. As Dorothy from the Wizard of Oz would say, A place far away from my home. I took over a classroom where the teacher had just quit. I was excited for the challenge, not really having a clue about the realities I would be facing. On the first day, my new principal ushered me down to my classroom, a dilapidated portable. Out of approximately 30 second grade students, only six of them spoke English as a first language. The room's meager supplies were what the last teacher left, a bordette in every color and about 6 boxes of red pens. It didn't take long for me to realize I was under prepared to change the world.

experiences of preservice teachers in a literacy course that incorporates teaching cases as a methodology. These teaching cases featured diversity and literacy issues.

Research Questions

The research questions for this study are:

1. What are a professor's perceptions of the use of teaching cases as a vehicle for teaching culturally responsive literacy pedagogy?
2. How do teaching cases and case-based instruction featuring diversity and literacy issues influence preservice teachers' perceptions and insights related to culturally responsive teaching practices in literacy?

Potential Limitations

The following factors may have limited and potentially influenced my study:

1. The implementation of case –based instruction is fairly new to the professor of this study and me. I have presented one teaching case with a group of preservice teachers before they began their practicum experience in the fall of 2009 and approximately ten teaching cases in the spring 2010. I feel that teaching cases engage students in the teaching material and fostered an academically focused discourse on the issues presented in the case. However, these experiences used a lot of teaching time that I planned to spend teaching other material. Also, an in-depth independent study on Tm Tm Tm Tm 1forpth indennET68.78

presented a small literature review to read about teaching cases and will be given the teaching cases for this course a month ahead of time to review and ask questions. She has never read or used a teaching case prior to this experience.

2. This is a mixed-method research study. As the researcher, I am the research instrument in this study, and as such the threat of research bias exists (Janesick, 2004). In order to minimize the potential bias, I kept a researcher reflective journal, conducted a member check by having the participant review my transcripts, and triangulated

interaction, other professors, environmental factors, field-based experiences, or other unnamed factors.

6. This study was conducted at a previous place of employment, and I know the professor of this course on a professional level. I had the professor of the course conduct a member check for accuracy on the interview transcriptions and I had an expert in the field of literacy and diversity issues review my data analysis for accuracy.

Terminology

Ethnicity

Throughout this process the hope remains that we showed respect for individuals and groups of people. People should have the opportunity to identify themselves according to their own cultural identity. The terminology chosen in this study was selected because it is used in the literature reviewed and reported in the statistics section.

13. Reading First-- A government program to assist states and districts in the implementation of scientifically based reading programs for students in grades Kindergarten through third grade. Funds support professional development, diagnosing of students, classroom based instruction, and assessment (DOE, 2009).
14. Selective coding- building a story that connects the categories (Strauss & Corbin, 1988).
- 15.

CHAPTER II

In a nation that speaks of inalienable rights, the right to learn must be paramount...Children do not learn at the same pace or in the same way, but all children can learn. This country must commit its will and its resources to the creation of schools that are humane centers of inquiry, where everybody is somebody. (Corrigan, 1990, pp.5)

The diversity in our classrooms demands that teachers review their educational philosophies regarding cultural difference. Slogans such as "one big melting pot" and "we are all alike under our skin" simply do not match the complexity present in our diverse society. These slogans dissociate the culture and values of our children from the classroom environment; they also blatantly ignore the educational preparation our students demand. The demographics of the United States are becoming more diverse, and this is especially salient for our K-12 population (Villegas & Lucas, 2002). Phuntsog (2001) states that this is because the United States is receiving an influx of immigrants from the Pacific, the Middle East, the Caribbean, and Latin America. According to Banks (2006), more than one of seven children in elementary school speaks a language other than English in their home. This ratio is expected to rise in the 21st century (Howard, 1999).

In spite of NCLB, Reading First, and other legislation, our minority students are still not achieving at the same rate as their non-minority cohorts. Since 1988 the

section of this literature review presents the theoretical frame in which this study is embedded.

What is Culturally Responsive Teaching?

Many definitions are given to define culturally responsive teaching. According to Ladson-Billing (1995), over the last 15 years, anthropologists have tried to find ways to bridge the relationship between students' home and school culture. Throughout the literature reviewed, all the definitions of culturally responsive teaching include the combination of the home and school culture relationships (Au, 1993; Banks, 2006; Gay & Kirkland, 2003; Ladson-Billings, 1995b). Researchers have recently drawn their attention to the importance of combining home culture and classroom experiences to enhance the social, academic, and cultural needs of children (Phuntsog, 2001).

success in school. Other names used throughout the literature but that still used the definitions described above are:

- culturally relevant (Ladson-Billings, 1992),
- culturally critical consciousness (Gay & Kirkland, 2003),
- culturally appropriate (Au, 1980).

A child's culture consists of many identities. Some of these identities that compose a student's culture are: race, religion, ethnicity, values, socioeconomics, sexuality, tradition, and region of birth (Banks, 2006; Wlodkowski & Ginsberg, 1995). A teacher's knowledge of students' cultures must go to a deeper level of understanding; it must travel beyond the awareness and respect level. This is needed so that educators can select and incorporate culturally responsive teaching skills, techniques, strategies, and materials into their classroom. Evans and Gunn (2010) explain, the more a teacher knows about their students' culture, the more they can explain their engagement in the classroom and integrate classroom practices that form bridges with language and literacy. For example, Gay (2002) states that teachers need to know which ethnic groups embrace cooperative problem solving, how different groups interact with adults, and how gender plays a role in socialization of children. These cultural values will have a direct implication for the instructional setting, student's motivation, and teacher planning.

Culturally Responsive Teachers

According to Villegas and Lucas (2002), teachers who know about the lives of their students' families are able to begin the practice of bridging students' preexisting experiences with their classroom knowledge. Developing this type of knowledge begins with the educator's reflection on their own beliefs about other cultures. According to Gay and Kirkland (2003), teachers who engage in continuous critiques of how culture affects teaching and learning behaviors need to have an understanding of their own culture and cultures of different ethnic groups. Villegas and Lucas (2002) identify six characteristics that define culturally responsive teachers. These teachers: (1) Have a sociocultural consciousness. They can recognize there are multiple perspectives to one situation and these perspectives are influenced by a person's culture. (2) Have affirming views of students from diverse backgrounds. (3) Sees themselves as agents of change

Ladson-Billings (1995b), studied eight culturally responsive teachers from a small school in North Carolina over three years. The researcher identified three commonalities these teachers had in their teaching philosophies that supported a CRT pedagogy. Below identifies the three commonalities Ladson-Billings found and other research is embedded to support her findings. Each teacher believed:

1. Students must experience academic success. For example, Jordan (1985) discusses how incorporating CRT practices into the Kamehameha Early Education Program (KEEP) program in Hawaii raised the achievement scores of local Polynesian children from the 25th percentile to the 50th percentile.
2. Students maintain their cultural competence. Fordham and Ogbu (1986) discuss the phenomenon called *acting White* where African American students end up playing a game of emotional tug of war for wanting to show interest in school, but could be ostracized by their peers for doing so.
3. Students must develop a critical consciousness to challenge the status quo. Noddings (2005) maintains that teachers need to teach students to be agents of change by having them question the facts upon which they base many of their opinions.

Villegas and Lucas (2002) state, Culturally responsive teachers not only know their students well, they use what they know about their students to give them access to learning (p.27). A teacher who uses many strategies, has a sociocultural consciousness, and wants to facilitate change within their classroom is truly culturally responsive.

Preservice Teachers

In our schools there currently is a mismatch between the students that we teach and the instructors who teach them. Our nation is becoming more diverse every year; however, our teachers are not. Sleeter (2001) explains that 87-90% of our teaching population is White females. Furthermore, the census extrapolations project that by 2010, 95% of classroom teachers will be White, middle-class females with little interaction with people from diverse backgrounds (Lowenstein, 2009; Sleeter, 2001; Haberman, 1991). The majority of these women are also monolingual, European American, and are heterosexuals whom have had little interaction with people of color (Banks, 2006; Gay & Kirkland, 2003). Howard (1999) borrows Malcolm X's words for the title of his book *We*

. Our educational community needs to question the educational preparation that preservice teachers receive in dealing with students that have a different culture than their own.

Self sociocultural consciousness. For preservice teachers to engage in CRT, the first fundamental step is for them to understand that they themselves have a culture (Gay & Kirkland, 2003). Culture can be defined as the language, beliefs, values, and behaviors that are part of our daily lives. Our culture encompasses many aspects such as race, religion, nationality, sexual orientation, occupation, and political ideology (Banks, 2006; Jordan 1992). Zygmunt-Fillwalk and Clark's (2007) study of preservice teachers found that many of these teachers believe that culture is a component of belonging to minority groups. They see themselves as American and culture being something that minority groups own (McIntosh, 1997) . Preservice teachers begin to develop a self sociocultural consciousness by first understanding that they have a culture and then reflecting on the

different components of their culture (Gay & Kirkland, 2003). Once they are able to identify with the many different components of their culture, they can make relationships to themselves and other people, and ultimately place themselves into a broader picture of our multicultural global society.

While developing their self social cultural consciousness, teachers begin to recognize their own cultural, values, and beliefs in--essence their identity. As they begin to reflect upon their complex multidimensional identity, they are better able to see their race, ethnicity, social class, gender, language, religion and sexual orientation as part of a larger multicultural society. (Evans & Gunn, 2009, p.12)

A self sociocultura

becomes a filter through which teachers teach their students academic content and skills (Gay & Kirkland, 2003).

Individual White people may not know about this privilege and may also not feel particularly dominant. Some White people do not see the disproportionate amounts of power, authority, wealth, and dominance bestowed upon the entire race (Howard, 1999). Causey, Thomas, and Armento (2000) state that a naïve egalitarianism is prevalent among preservice teachers. That is, they believe that everyone is created equal, have access to equal resources, and are treated equally. These egalitarian beliefs can cause preservice teachers to inadvertently deny the privileges they have inherited due to their social class and skin color. Au and Blake (2003) studied three teachers; two were Hawaiian and considered insiders to the Hawaiian community and one was a Japanese American, considered an outsider to the Hawaiian community. The results of this study showed that all three preservice teachers valued literacy, the teaching of reading and writing, principles of instruction and providing a safe classroom environment. The two Hawaiian preservice teachers differed in their beliefs about perpetuating the culture and social justice. The f

enable them to respond to bridging their home and school life and help students recognize this flawed social stratification so that it is not perpetuated.

Empathetic identity. Banks (2006) states that due to the increasing diversity in the United States, effective teachers must become reflective in their practice towards diversity. This is often a challenging task for the majority population of future teachers. The majority of these White females have isolated, mono-cultural experiences. Teacher

therefore predict the real effects of their actions when in the classroom. Moghaddam (1999) explains that reflexive positioning is the process by which persons position themselves in private discourse. When we position ourselves in this type of reflection, we implicate an identity. This is accomplished by literally casting ourselves as a character positioned within a culturally based system, in a specific discourse, with particular social relations, in an institution (Carbaugh, 1999).

Bartolome (2007) uses the term, 'border crosser' to refer to an individual, who is able and willing to develop empathy with the cultural 'Other' and to authentically view as equal the values of the 'Other' while conscious of the cultural group's subordinated social status in the great society (p. 274). The opportunity to view diversity through an empathetic approach can serve as a crucial experience for preservice teachers in becoming effective educators. Through this empathetic approach, preservice teachers can position themselves in the life of their culturally different students. The use of journals and extensive reflection are means to provide such an opportunity where preservice teachers can begin their journey of an empathetic understanding of social order and become a Border Crosser.

Literacy and Culture

Au (1993) defines literacy as using reading and writing to construct meaning from text which aligns with the requirements of a specific social context. For our culturally diverse students, the most successful school practices are ones that incorporate their home culture.

Brice-Heath's research (1983) brought to the foreground the different discourse patterns and uses of literacy between three different communities. These three communities were different in ethnicity, socioeconomics, and the power they had in their communities and schools. Her research describes these differences between each of these communities' use of literacy at home, and how it contrasted or coincided with the use of literacy at school. Evans and Gunn (2010) maintain that when linguistic home and school learning environments have an evident difference, the achievement gap widens. A culturally responsive pedagogy embraces the literacy needs of students by connecting students' lives to their learning.

Ladson-Billings (1992) focused on two exceptional teachers and their teaching of literacy. One hundred percent of both their classrooms were comprised of minority students (African American, Latinos, and Vietnamese). Although both teachers were considered exceptional, they were strikingly different in their approaches to literacy. One teacher used a whole language approach, semantic mapping, and metacognitive journals during literacy instruction. The other relied on basal textbooks and differentiated between subjects. However, both of these teachers legitimized African American and Latino culture by making it the frame of reference for all texts. They did not shy away from race issues and the teachers showed an appreciation for all cultures. They also showed physical signs of affection, allowed for the use of Black English during recess, allowed for linguistic code switching, promoted critical and scholarly discourse about the curriculum, and created an atmosphere of academic achievement. While both instructors had a different methodology of teaching literacy, they both valued the culture of their students. Beaulieu (2002) states, Instructional practices that address issues of culture and

language hold the great promise for helping culturally and linguistically diverse learners to become successful readers (p.62).

Moje and Hinchman (2004) examined how different teachers and students together constructed classroom activities to support the learning of content and literacy skills. They derived a set of culturally responsive principles when working with youth literacy learners from their research in two urban, content-area classrooms. They are:

1. Culturally responsive pedagogy would begin with the formation of relationships between teachers and students.
2. Culturally responsive pedagogy should recognize and be respectful of the many different cultural experiences that any one person can embody.
3. Culturally responsive pedagogy works with youth to develop applications and to construct understandings that are relevant to them.
4. Culturally responsive pedagogy depends on knowledge of discipline-related concepts.
5. Culturally responsive pedagogy invites participation in a multiple and varied discipline-specific discourse experiences that include reading, writing, speaking, listening, and performing in the service of increasingly sophisticated knowledge construction.

Funds of Knowledge

An example of culturally sensitive literacy instruction that connects learning to the students' lives is illustrated in the work of Moll and Greenberg (1990). The concept of

funds of knowledge is a term given for the knowledge that a family values for their social, economic, and productive well being and incorporating those values into resources, strategies, and activities for the classroom (Moll, Amanti, Neff, Gonzalez, 2005; Villegas & Lucas, 2002). Moll and Greenberg (1990) conducted research with the purpose of developing innovations in teaching by using the knowledge found in the homes of diverse students. The study enveloped an ethnographic analysis of students' households, the observation and examination of classroom practices, and study groups with teachers after school. During these study groups, the researchers and teachers collaboratively examined household and classroom practices. They became mediating structures where the participants developed bridges between school based practices and home culture (Moll, Amanti, Neff, Gonzalez, 2005). The community and parents participated in helping teachers design units of study that used the community's funds of knowledge. The teachers and researchers developed an understanding about the child as a whole person not just a child in their classroom. The teachers were able to take into their planning the knowledge of the multi dimensions about the child, not just their academic performance.

Moll, Amanti, Neff, and Gonzalez (2005) discuss that teachers rarely draw on their students' funds of knowledge from their world outside the classroom. Ultimately, teachers who embrace a child's funds of knowledge and use CRT literacy practices will form a bridge for their diverse students to experience academic success.

Teaching Cases

Teacher education programs adopted the use of teaching cases to prepare future teachers approximately twenty years ago (Merseth, 1994). Interest in the use of using teaching cases as a pedagogy in the field of education began in the mid-1990's due to the rising interest in teacher cognition (Merseth, 1991). In a discipline where lecture, small group instruction, and discussion are typically the norm, colleges of education are now turning to the use of teaching cases (McDade, 1995; Shulman, 1992).

We [teacher education programs] observe widespread criticism of the quality of instruction in teacher preparation programs, as well as of the quality of learning. Case methods are expected to be more engaging, more demanding, more intellectually exciting and stimulating, more likely to bridge the vast chasm between principle and practice

- Case Study (McDade, 2009)
- Teaching Cases (Shulman, 1992; Kleinfeld, 1991)
- Case Methodology (Merseeth, 1994)

History

Although teaching cases are relatively new to the discipline of teacher education, they are not new to many other fields. The history of teaching cases in higher education begins in the late 1800's at Harvard Law School (Shulman, 1992). Under the guidance of Dean Christopher Columbus Langdell, the faculty adopted the use of teaching cases to expose law students to the specific analysis and discussion that revolve around the use of cases (Merseeth, 1991). Dean Langdell introduced the implementation of teaching cases to his faculty because he believed that teaching cases would become the most effective way to connect theory to practice (Stevens, 1983 as cited in Shulman 1992). Over the next 30 years, the use of teaching cases as a methodology spread to many other disciplines and practices. Now, they are currently used everywhere from the colleges of business to the teaching of chess.

Definition

Teaching cases are often short, narrative scenarios that depict situations a teacher could face in the schooling environment. Often teaching cases are based on real events that present a problem to which professionals in the field can be exposed and problems from which professionals may gain significant learning and insights.

Shulman (1992) explains that although teaching cases can explore and represent a wide variety of issues professionals face in education, they share some similar characteristics. They are narrative in form and they have a beginning, middle, and end. Within the plot, some type of dramatic tension unfolds. They are particular and specific in regards to a time and place. The scenarios reveal human situations, minds, conceptions, needs, frustrations, issues, and emotions. Finally, they illustrate the social and cultural context of the situation throughout the events. Due to their narrative nature, teaching cases become more credible, relevant, and effective than traditional expository text.

Teaching cases expose preservice teachers to scenarios that they could face in the field and these cases are used for a variety of purposes including teaching morals, ethics, and dispositions. Preservice teachers can begin applying strategies that they have learned in other classes. This allows the preservice teachers to envision and then deconstruct real situations they otherwise could not have anticipated in the living, breathing arena of a school (Shulman, 1992).

Rationale for Teaching Cases in Preservice Teacher Education

The use of teaching cases demands that professors and preservice teachers be more engaging and intellectually stimulated, promote scholarly discussion, and become more adept in connecting principle to practice. It enables the preservice teacher to think like a teacher (Shulman, 1992, p.1).

Teaching cases lend themselves to many instructional purposes. One reason teaching cases are used is to promote a bridge between theory and practice under the

guidance of an expert (Shulman, 1992). Teaching cases offer to expose preservice teachers to realistic situations, aiding preservice teachers in connecting theories and concepts learned in class to the multidimensional and idiosyncratic field of education (Kleinfeld, 1991; Wested, 1997). Teaching cases also allow mentors and novices to engage in meaningful discussion about these realistic scenarios. While preservice teachers are being taught using a teaching case pedagogy, a professor is there to guide the cognitive skills of their preservice teachers and can orientate individuals to a particular way of thinking (Merseeth, 1994). Kleinfeld (1991) states, A central goal of the case method is indeed to teach preservice students how to think in complex and fruitful ways about practical situations (p.5). The professor can allow preservice teachers the time, expertise, and guidance to think about a situation that otherwise they would not have in a K-12 classroom setting.

The use of teaching cases can be a very powerful experience for the preservice teacher. Teaching cases often elicit emotional and intellectual responses (Kleinfeld, 1998). Teacher educators must be prepared to handle the emotional responses that teaching cases can foster. Because of the demanding nature of using teaching cases as a methodology, teacher educators must guide the discussion and reflections of their preservice teachers so that the important issues of the case rise to the surface. Kleinfeld (1998) states, ...(teacher educators) must conduct the class like an orchestra to make sure different viewpoints are heard, and must control the emotional temperature of the discussion so that students become engaged but not so enraged that they become closed to other views (p.145).

Another reason to use teaching cases is to aid preservice teachers in becoming
critica

consciousness (Gay and Kirkland, 2003; Ladson-Billings, 1995a; Villegas & Lucas, 2002). However, Kleinfeld (1998) states:

Intellectual analysis is not enough to prepare teachers for cultural diversity (Zeichner & Hoefft, 1996). Teachers need experiences that are emotionally unsettling, that open their hearts as well as their minds. Immersion experiences and fieldwork in culturally different communities stimulate such emotional responses. The problem is that direct experiences are unpredictable and can harden students' prejudices rather than create empathy (p.144).

The capacity to elicit vicarious emotional responses is one great advantage

what happened and make decisions that are in the best interest of all learners (Wasserman, 1994).

Four research studies that include the use of teaching cases that feature diversity issues will be discussed. They are presented to show how the use of teaching cases featuring diversity issues have allowed preservice teachers to account for students' cultural background in their teaching practices, heightened their sensitivity towards cultural diversity, enhanced decision making abilities and multicultural perspectives, and have been successfully used to teach preservice teachers about CRT strategies.

Research on Teaching Cases and Diversity Issues

Lee, Summers, and Garza (2009) conducted a study with fifty seven (n=57) undergraduate preservice secondary education teachers who were enrolled in an adolescent growth and development course. This mixed-methods study was developed to understand the effectiveness of teaching cases in transforming preservice teachers' multicultural attitudes. The findings from this study provided evidence that case-based instruction is an effective methodological choice to effect change in preservice teacher's multicultural awareness. The researchers concluded that teaching cases are a tool to discuss difficult issues and allow preservice teachers an opportunity to examine their own biases and attitudes that can influence how they teach their future students.

Kleinfeld (1998) conducted research in the Teachers for Alaska (TFA) program, which was formed to address the needs of Eskimo and Indian children in Alaska. TFA is a certification program for teachers founded on the principle that teachers need to learn theory, philosophy, substantive knowledge, and pedagogical strategies in connection with

the minority populations that the teachers serve (Noordhoff and Kleinfeld, 1993). This program makes extensive use of teaching cases to alter the perceptions of teachers about teaching culturally diverse students. At the start of this program only 28% of these

The results of this study were two fold: One find was that teaching cases increased preservice teachers' understanding and comprehension of issues in the contemporary classroom. Another finding is that teaching cases provided a powerful vehicle for communicating their own personal experiences, concerns, and commitment to successfully teaching all students. In Sudzina's (1993) second example, there were 39 preservice teachers enrolled in an educational psychology course. In this research, the participants were grouped in triads, each of which chose a case for analysis and

2. Showing students how to spot issues and frame problems (Kleinfeld, 1988, p. 23).
3. Modeling the process of analysis and inquiry in teaching (Kleinfeld, 1988, p. 24).
4. Enlarging students' repertoire of educational strategies (Kleinfeld, 1988, p. 26).

Kleinfeld (1988) notes that preservice teachers learn strategies and an expanded repertoire when taught using a case-based methodology. Also stated in this research is that there is an imperative lesson that is learned, One teacher can make an enormous difference (p.34).

All of the research studies discussed above have illuminated the benefits of using teaching cases in teaching multicultural education concepts. While in three of the studies the participants were preservice teachers (Lee, Summers, & Garza, 2009; Dana & Floyd,

2. Teaching cases can be used as a vehicle to discuss the beliefs and biases that the preservice teachers' hold towards multicultural issues (Lee, Summers, & Garza; 2009; Dana & Floyd, 1993; Sudzina, 1993).

Theoretical Frame

According to the master syllabus, this course uses readings, lecture, group discussion, and field work to teach content and pedagogy (Figure 1).



Figure 1: Literacy Course Context. Model of the classroom environment and dissemination of course content where the study took place.

This study will use Sociocultural Theory, Vygotsky's Zone of Proximal Development (ZPD), and Situated Learning as theoretical frames and rationales for using teaching cases with diversity and literacy issues for instruction. The teaching cases and postcard narratives will replace the use of the ESOL scholarly articles (see Figure B).

This model (Figure 2) portrays the classroom environment where this study was conducted and includes the influences of the addition of literacy teaching cases to the course content. It was developed using the theoretical frame that guided this study and depicts the development of a culturally responsive pedagogy with the implementation of teaching cases and postcard narratives. The preservice teachers and the professor are active participants within the course

Sociocultural Theory (SCT)

Sociocultural theory (SCT) was first systematized by Vygotsky in the 1920's and 1930s and derives from his concepts that knowledge is shared, created and then recreated (Nasir & Hand, 2006). John-Steiner and Mahn (1996) state that sociocultural theory, is based on the concept that human activities take place in cultural contexts and are

teacher provides the girl with some guidance

overwhelmed. Situated Learning focuses on the relationship between learning and the social situation from which it derives (Lave & Wenger, 1991). Situated learning is that which takes place in a social setting allowing for co-construction of knowledge. It is not

CHAPTER III

The purpose of this study was twofold. The first purpose was to describe the perceptions of a professor who facilitated case based instruction. The second purpose of this study to understand the lived experiences of preservice teachers in a literacy course that incorporates teaching cases as a methodology. These teaching cases featured diversity and literacy issues.

I investigated these issues during the spring semester of 2010 at South Pacific College (SPC). I employed a mixed method design to understand the lived experiences of preservice teachers and a professor as they worked with a series of teaching cases featuring literacy and diversity issues. Interviews, observations, preservice teacher constructed postcard narratives, a professor's journal, a researcher reflective journal, and pre- and post -responses to these teaching cases were used as qualitative data sources for this study. In addition, the Cultural Diversity Awareness Inventory (Henry, 1991) was used as the quantitative data source to analyze changes in preservice teachers' self-perceptions over the course of the semester (see Appendix A).

The Setting

South Pacific College is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award the following degrees: selected Bachelor of Science degrees, Bachelor in Applied Science, Associate in Arts, Associate

in Science, Associate in Applied Science, as well as vocational certificates and Applied Technology diplomas. SPC began as a private, two-year institution in the 1920's, became

Dr. Grace was selected for this study because of a past relationship I had with this professor. In 2005 I was hired by SPC as an adjunct instructor to teach an English Speakers of Other Languages (TESOL) course. The next semester I was hired again, but

the classroom setting as they engaged in case-based instruction. I observed the participants constructing knowledge, the setting, and then described and interpreted the complexities of this process from an outsider's perspective. It was important for me to consistently let the data tell the story and avoid entering the research setting with my own agenda (Janesick, 2004). As a teacher educator, I want to find methods that will instill a passion in preservice teachers. I want to uncover pedagogies that will enable preservice teachers to b

knowledge (Villegas & Lucas, 2002). The professor engaged her preservice teachers in questioning, interpreting, and analyzing information during case-based instruction.

Through a constructivist lens, I analyzed the data collected, beginning with the perceptions of the professor about the use of case-based instruction to teach literacy and diversity issues relevant to RED 3309 course objectives. Data collection included interviews, a professor's journal, and a researcher reflective journal.

I also analyzed how case-based instruction and teaching cases influenced preservice teachers' perceptions and insights about diversity and literacy issues. Data collection came from multiple sources. These sources included the Cultural Diversity Awareness Inventory (Henry, 1991), non-participant field notes, pre- and post-teaching case responses, a professor's journal, interviews with the professor and the preservice teachers' postcard narratives.

Research Questions

During the spring 2010 semester at South Pacific College (SPC), I investigated a professor's perceptions of case-based instruction that features literacy and diversity issues. I also investigated preservice teachers' perceptions of culturally responsive teaching practices and literacy issues that were embedded within teaching cases. These specific questions guided my inquiry:

1. What are a professor's perceptions of the use of teaching cases as a vehicle for teaching culturally responsive literacy pedagogy?

2. How do teaching cases and case-based instruction featuring diversity and literacy issues influence preservice teachers' perceptions and insights related to culturally responsive teaching practices in literacy?

Developing the Study

In October of 2009, I met with Laura Grace and the Dean of SPC to discuss the possibilities of conducting this study at SPC. We decided that I would meet with the members of the reading faculty of this college to discuss my study and receive their input. In November 2009, seven faculty members, the dean, and I met on a satellite campus. The idea of conducting this study at SPC was well received by the faculty. They felt that the information presented was grounded in research, and permission was granted to move forward with this stu

Panel of Literacy Experts

The panel of literacy experts met on November 16, 2009 to discuss the teaching cases that would be integrated into the spring 2010 semester of RED 3309. The panel consisted of five experts in the area of literacy; one of the experts also has expertise in the field of culturally responsive teaching. All panel members have experience as educators in the K-12 schooling environment ranging from six years to 25 years. Three of the panel members are currently enrolled in a Ph.D. program at a research one university, and two of the members have earned a Ph.D. Currently, all members of the panel are teaching college level courses at a university in the area of literacy studies. One of the panel experts is in her thirties, two are in their forties, and two are in their fifties.

This panel met to discuss the quality and integrity of these teaching cases. This research plan was presented, along with the research questions. The panel was presented with one case to analyze and discuss. They were then provided with a rubric and asked to rate each teaching case (See Appendix C). The teaching case rubric rated the content of each case with regard to:

1. Multiple Layers: There is at least one literacy and one multicultural layer that could be deconstructed from the case.
2. Identifying of dilemma: An authentic problem that could be manifested in an elementary school setting is presented.
3. Language: The language is appropriate for students entering an elementary education program with regard to jargon.
4. Alignment to course: The case matches at least one of the course's objectives.

5. Content: Case is of a high quality and is written to engage preservice teachers in dialogue that aligns with course objectives.

The panel was asked to select the five that best fit this study and to choose one of those teaching cases to be used for the collection of pre -and post-data. The panel unanimously selected one case to be used for pre-and post-data collection. Each of the five teaching cases that were selected were rated a three, the highest rating, in all areas presented on the rubric. In addition, the panel reviewed the syllabus for RED 3309 and made suggestions as to where they believed the teaching cases would be best integrated into the course calendar. The group unanimously supported the use of the teaching cases. They found them to be powerful teaching tools, and felt they would engage preservice teachers in both literacy and cultural diversity issues.

Data Sources

Both qualitative and quantitative data were collected in order to answer the research questions. The qualitative data included: interview transcriptions, nonparticipant observation notes, researcher reflective journals, responses to a pre and

teachers' responses and the nonparticipant observation notes guided the questions asked. The final interview took place after the post-teaching case was presented. This interview focused on the experience of using teaching cases and case-based instruction to teach diversity issues and literacy concepts. This interview also focused on the professor's reflections of on the use of teaching cases, her experiences planning and meeting her course objectives, and her perceptions of how teaching cases influenced the preservice teachers' learning.

I recorded each interview using a digital voice recorder, and transcribed each interview following the interview. I emailed the transcription to Dr. Grace to check for accuracy. Member validation is presenting the participants the verbatim transcripts after an interview to check for validity (Kvale, 2009; Janesick, 2004).

Dr. Laura Grace, the professor of this course, wrote a reflective journal response after each week teaching cases were used, and on any occasion that she had thoughts, questions, feedback, or comments about teaching cases. Dr. Grace emailed her reflections to me. The purpose of this journal was to allow Dr. Grace time to reflect on her thoughts about case-based instruction and discourse that was constructed during her class. Her journal was used as a tangible way to evaluate her experiences, and clarify her thoughts (Janesick, 2004) regarding case-based instruction in the context of her classroom. Dr. Grace's reflections were also used to formulate questions for subsequent interviews.

pre- and post-teaching case was administered and on the days the CDAI was administered.

During the observations, an observation protocol was used to record information. I attempted to summarize chronologically the flow of activities using descriptive and reflective notes (Creswell, 2007; Strauss & Corbin, 1998). The field notes were intended to record the professor and preservice teachers' participation, engagement, attitudes, interactions with peers, discussion, and the learning environment.

Because Dr. Grace used Noordhoff and Kleinfeld's (1993) research as a framework for her instructional delivery, a section of the non-participant observation notes was dedicated to following Dr. Grace's flow of instruction to see if this framework was followed in her methodological dissemination of the teaching case (See Appendix F). I observed her teaching, checking off and recording her methodology in using the teaching cases to see if they were consistent with the framework Noordhoff and Kleinfeld (1998) used in their research.

During these observations, I also used a rubric to categorize preservice teachers' responses. This rubric was based on Villegas and Lucas (2002) characteristics of a culturally responsive teacher and Banks' (1993, 2006) dimensions of multicultural teaching. I used the rubric to mark answers that fit into one of these categories and to take notes on preservice teachers' discourse:

- a. CRT Pedagogy- The answer discussed the background of students and may have used examples of a culture. Preservice teacher discussed or alluded to a constructivist view of learning.

- b. Empowerment- Preservice teacher viewed him/herself as an agent of change for students and school culture.
- c. Sociocultural Consciousness- Preservice teacher had an understanding that the students', teachers', and administration's perspectives are influenced by their cultures.

This rubric was embedded within the researchers' nonparticipant observation notes (See Appendix F). The purpose of this rubric was to use the current literature to guide the understanding of the preservice teachers' answers throughout the semester.

Pre and Post Teaching Cases

Preservice teachers responded to the same teaching case at the beginning of the semester, and then again after four teaching cases had been taught during the semester. The preservice teachers were provided a copy of the teaching case and I read the case. I then asked the participants to write down all the issues (literacy and diversity) that the case presented, as well as the different pedagogical ways to handle those issues. I observed these class sessions, took nonparticipant observation field notes, and wrote in my researcher reflective journal.

had the anonymity to examine the feelings of the student presented in the teaching case. The preservice teacher used an empathetic identity to engage in this reflexive position process, and enter a private discourse with themselves (Moghaddam, 1999) about their perceptions of the issues discussed in the teaching case. The preservice teachers responded specifically to this writing prompt: I am _____, I feel _____, because _____. I want you to _____.

This data provided information about the perspectives and insights of the literacy and diversity issues presented in the case. These postcard narratives were used to gain insights into the preservice teachers' abilities to internalize the issues in the case, empathize with the diverse learner, and look at the situation from the position of the student.

Culturally Diversity Awareness Inventory (CDAI)

The Cultural Diversity Awareness Inventory (CDAI) was developed by Gertrude Henry to examine attitudes of educators towards culturally diverse students and their families (Henry, 1991). This questionnaire was used to determine whether there was significant growth amongst preservice teachers in their cultural awareness from the

In a study with 506 teacher participants from Texas and Virginia, Henry (1995) determined test –retest reliability of the CDAI to be at the .66 level. School districts in Texas and Virginia were targeted because of their states' diverse populations. A panel of experts appraised the clarity and significance of each statement for content validity. Cronbach's test for internal consistency reliability yielded an overall alpha coefficient of .90 (Henry, 1995). Henry (1995) states, ..with the reliability and validity of the CDAI established, the instrument can be used to determine with some confidence what the attitudes of different groups of teachers anywhere may be (p. 3).

A search on Google Scholar and Eric database using the key term: Cultural Diversity Awareness Inventory yielded seven studies: Barnes (2006), Brown (2004a), Brown (2004b), Davis & Turner (1993), Hadaway et al., (1988), Larke (1990), and Milner, Flowers, Moore, Moore, & Flowers (2003). All of these studies used preservice teachers enrolled in undergraduate course work as their participants in this study, except for Hadaway et al., (1988) whose participants were a compilation of preservice teachers, graduate students, and in-service teachers. None of these studies reported their psychometric properties (reliability or validity data). Three of the studies used the CDAI as a pre and post measure to show, in some form, if there was growth in cultural awareness (Barnes, 2006; Brown , 2004a; Hadaway et al., 1988).

On the date of the pretest administration, I introduced myself, explained the purpose of the research, and advised the preservice teachers that there were no right or wrong answers when completing this survey. I also explained that this questionnaire was completely anonymous, not shown to the professor of the course, and in no fashion would be used as a grade or evaluation. Furthermore, I allowed the preservice teachers to use as

much time as necessary to complete the questionnaire. Lastly, I explained that the questionnaire would be re-administered later in the semester.

Research Plan

Multiple sources of data were used in this study. The following schedule was co-constructed with Professor Grace (Table 2). We met to align the teaching cases that were selected with her course calendar, using the suggestions set forth by the expert panel. Following this meeting, I finished the schedule by adding which types of data would be collected on the corresponding dates.

Table 2

Research Schedule and Data Collection

Trustworthiness

I employed rigorous methods of data collection, data analysis, and report writing to increase the trustworthiness of the findings. Creswell (2007) states, Rigor is seen when extensive data collection in the field occurs...the researcher validates the accuracy of the account using one or more of the procedures for validation (p. 46).

Creswell (2007) discusses validation strategies frequently used by qualitative researchers. The seven strategies embedded in this research follow:

1. Prolonged engagement and persistent observation in the field--I was present in the classroom during the case-based instruction as a non-participant observer taking field notes.
2. Triangulation of data--I used several sources of data to provide evidence of themes and perspectives that arise during this study.
3. Peer review

7. External audits-- I had an external auditor to examine the process and product of my findings for accuracy.

I used these seven strategies to guide my research, and to increase the rigor for keeping my research trustworthy. I continuously looked for points in my data that were contradictory.

Dependability

I followed these procedures for coding:

1. I coded the data through an inductive analysis.
2. I marked off units of analysis and develop a list of cod

Grounded theory proves a systematic way for analyzing data. I began my analysis by conducting a microanalysis of all the data. I conducted a detailed, line by line analysis of the data to understand the participants' events, my interpretations of these events, and the interplay between the two. I continued my analysis by following these steps (Strauss & Corbin, 1988):

1. Open coding- I began the process by reading each of the responses. I looked at words, phrases and/or sentences to determine how to label them. I bracketed analytic ideas that emerged from the text and wrote labels above the brackets. I continually added data, compared data, and determined how to label them.
2. Axial coding- During and after open coding I systematically related categories and linked with subcategories. Related labels were sorted to similar codes identified. Then, I looked at each code to see if the code fit with any of the previous codes. The hypothesis that derived from the new data was modified, extended or deleted as necessary when compared with the incoming data. Categories were highlighted throughout all data.
3. Selective coding- I pulled other categories together to form an explanation of the whole phenomenon by deciding on a central category or if none captured it completely, a conceptual idea under which all categories could be organized. I organized the codes into the ATLAS.ti program to identify the emerging themes of the data. I then identified shifts in perceptions and insights of participants over time in relation to literacy and diversity issues.

I used ATLAS.ti software program to assist with the analysis of the interviews, non participant field notes, professor journal, postcard narratives, and the researcher

reflective journal. Atlas.Ti is a Windows-based program developed by Scientific Software Development in Germany. It is a software program used in qualitative research for collation, categorization, and organization of data. The program allows the user to organize text files along with coding, memos and findings (Creswell, 2007), and the program can illuminate the recurrence of themes across the data formats.

Interviews

The interview recordings were transcribed soon after each interview, and the transcripts were read over in their entirety several times. Creswell (2007) explains that researchers need to immerse themselves in the details to get a sense of the interview before it is broken into parts. The observation notes, professor's journal, and researcher reflective journals were

These responses, along with nonparticipant field notes, professor's journal, interviews with the professor, and researcher reflective journal were used to understand how teaching cases and case-

perceptions and insights of preservice teachers in relationship to literacy and cultural diversity issues as presented in the teaching cases.

Quantitative Data

The quantitative data comes from the Cultural Diversity Awareness Inventory (CDAI; Henry; 1991). This Likert scale was used as a pre- and post-study measure to explore preservice teachers' growth in their cultural diversity awareness during the spring semester.

Prior to the start of the study, a cognitive interview was conducted with two volunteers to focus on the cognitive process that potential participants used

statements were confusing to both the volunteers, they were eliminated for the purpose of

observation would be used to analyze the data. The composite scores from CDAI were analyzed using the SAS statistical software to see if the preservice teacher's score changed at the $\alpha = .05$ in their cultural awareness during the spring semester.

Summary

In this mixed method study, preservice teachers in a literacy course were instructed using case-based instruction. The focus of this study was to examine the use of teaching cases and case based instruction that featured literacy and diversity issues and to unfold a professor's perceptions of the use of

was a significant difference in the pre and post survey scores. The analysis was strengthened by using multiple data sources, methods, and theoretical perspectives to triangulate the data (Patton, 2002). To minimize researcher bias, the researcher established an audit trail to verify the rigor and maximize the accuracy of the final report.

CHAPTER IV

This study was developed to explore the use of teaching cases in a teacher education literacy course to foster a culturally responsive pedagogy in preservice teachers. It was conducted at South Pacific College (SPC) in a course entitled, Early and Emergent Literacy. The course is one of the first courses preservice teachers encounter once they have been accepted into the College of Education or when they are finished with their Associates of Arts degree and are awaiting acceptance into the College of Education. All 20 preservice teachers enrolled in this course agreed to be participants in this study, along with the professor of this course, Dr. Grace.

The purpose of this study was twofold. The first purpose was to describe the perceptions of a professor who will facilitate case based instruction. In addition, the second purpose of this study was to understand the lived experiences of preservice teachers in a literacy course that incorporated the use of teaching cases as a methodology. These teaching cases featured diversity and literacy issues. The research questions for this study are:

1. What are a professor's perceptions of the use of teaching cases as a vehicle for teaching culturally responsive literacy pedagogy?
2. How do teaching cases and case-based instruction featuring diversity and literacy issues influence preservice teachers' perceptions and insights related to culturally responsive teaching practices in literacy?

Data were collected from the following sources (see Table 4) and coded with the abbreviations found in the parentheses: (a) interviews with the professor (INTV) , (b) the professor's kept journal (PJ), (c) researcher reflective journal (RRJ), (d) observation notes for each day's case-based instruction (OBN), (e) postcard narratives written from the student participants (narratives), (f) a pre and post teaching case (prepost), and (g) the Cultural Diversity Awareness Inventory (CDAI, Henry; 1991).

Table 3

Research questions and description of data sources from study participants.

Questions

Data Sources

Participants

to fulfill the 300 hours that were required. Dr. Grace commented on taking these workshops:

It was on your own time, you didn't earn any money but I learned a lot. I learned how to do these things with kids. Especially because I was working with so many ESOL kids, good grief, I could go back and apply what I learned. (INTV, April 13, 2010).

Dr. Grace was the ESL teacher for high school one year. I was told they had to pass the FCAT and I had to prepare them for that, but they couldn't even ask if they had to go to the bathroom...I had 27 kids in there...from India, Vietnam, China, Argentina, Cuba, and Haiti (INTV, April 13, 2010). Dr. Grace spoke fondly of teaching ESL students, but also recognized the challenges she faced as a practitioner. She said,

In the following section, each research question is presented. Next, the data sources I used and the findings from the data are discussed. This chapter describes the perspectives and insights of the participants which comprise the findings of this study.

Question One

Research Question 1

What are a professor's perceptions of the use of teaching cases as a vehicle for teaching culturally responsive literacy pedagogy?

The data sources that answered this question came from interviews with the professor, a professor's journal, observation notes, and a researcher reflective journal. I conducted five interviews with Dr. Grace--one interview before case-based instruction

allowed me to be reflexive in my thoughts, and examine my biases and interpretations during interviews, observations, and field work.

Three categories emerged from the data--the professor's journey, contextual factors, and case-based discourse.

Teaching cases are often short, narrative scenarios that depict situations a teacher could face in the schooling environment (Shulman, 1992). They are stories and problems that professionals face. They can form a clinical experience and test whether preservice teachers can apply theory to practice (Broudy, 1990). Dr. Grace is new to case-based instruction and teaching cases. We met for our first interview on January 25, 2010 to

because they are afraid of what the other people might think... (INTV, Jan 25, 2010).

However, this question was presented to Dr. Grace again at her final interview. I read the transcript to her verbatim.

I have to say that those concerns did not come to fruition. It was quite the opposite, it was the opposite.... I couldn't get them to be quiet. The other part of it, I think they spoke honestly. I don't know if it was because they felt comfortable because of the formats they were sharing, but I do think they were speaking honestly. The only part I am not sure is when they were almost brazen about what they would do (INTV, April 13, 2010).

I also asked her if she had any concerns after the first day of implementation. Dr. Grace stated, I didn't think it took too much time. To be honest, before I thought it would take more time and I was a little concerned about that (INTV, Feb 2, 2010).

By the second teaching case, it became evident that teaching cases became a methodology that the preservice teachers and the professor were not only looking forward to, but began connecting to ESL issues.

The professor who is teaching the first ESL class that these same groups of students are in just stopped to introduce herself to me. She wanted to tell me that one of the preservice teachers began to discuss the teaching case in her class and then the professor said, They are very positive about these teaching cases (RRJ, Feb 16, 2010).

It seems like we are able to get at things with a little more depth and bring in that dimension because this classroom is ESOL infused. I like that. (INTV, Feb 2, 2010).

It was half way through the study when Dr. Grace explained to me that she was finding the teaching cases to be motivational, effective, and something she would like to infuse permanently into this curriculum. Dr. Grace stated, ...I actually started doing cases in my other class 4519, reading assessment class (INTV, Feb 16, 2009).

I really like it, I think the students (preservice teachers) are motivated....the students (preservice teachers) started talking about the case study before class. This was spontaneous and rarely do they talk about content before class unless it is like, Did I take the quiz? It was about, wow, I can't wait to talk about this case study because I have something to say. It was really neat. It was a first where I had students (preservice teachers) that excited (INTV, Feb 16, 2010).

It really humanized what teachers are going through on a day to day basis and gives a face to the ELLs. I also like how the students (preservice teachers) genuinely seem motivated to read (PJ, Feb 22, 2010).

During the last case-

administration (not presented in the case) and she gave them time to get involved (RRJ, March 15, 2010).

Shulman (1992) explains that teaching cases can explore a wide variety of issues and offer the reader multiple representations of different problems. At the interview following the case-based instruction of the teaching case Elena, Dr. Grace and I discussed how she had to bring Layla into the classroom discourse. It is so easy to go down a rabbit trail and lose sight of what you want them to think about (INTV, March 16, 2010).

After receiving Dr. Grace's last professor's journal, I believe teaching cases will also be used more in Dr. Grace's classes and perhaps at SPC. She states, I would do these again in a heartbeat. I'm also going to share this information with the reading faculty and ESOL coordinator (PJ, March 4, 2010).

Summary. Dr. Grace stated that she had several concerns about implementing teaching cases into her spring literacy course. Two of those concerns were that her preservice teachers would not engage in a lively discussion and that the teaching cases could use more than the allotted scheduled time. Both of these issues were not concerns by the end of the semester. According to Dr. Grace, the preservice teachers enrolled in this course were motivated to read and discuss the teaching case.

Contextual Factors

Preservice teachers enrolled in this course, entitled Early and Emergent Literacy, originally were required to read a scholarly journal article that discussed ESL learners and literacy, and then write a paper discussing the topics in this article. For this study,

preservice teachers enrolled in this section did not do this assignment, but instead engaged in four classes that involved the use of case-based instruction, postcard narratives, and pre and post teaching data. Dr. Grace often compared the case-based instruction to the scholarly article.

I don't want to discount a scholarly article. Yes, I think it's important, but I think when it comes to trying to make a connection with the content, I think that is where case studies have their merit. (INTV, Feb 15, 2010).

... but they seemed very motivated to want to be part of the conversation and I think that when it comes to other articles in the past when you have them comment it is harder to have them create that kind of interest... (INTV Feb 2, 2010)

However, I think that with scholarly articles students

present different ESL and diversity issues. Dr. Grace comments that this was an important component of this study.

I am pleased with the response from the students (preservice teachers) and ease of including them into the content. I think it really helped, AnnMarie, that you took the time to align the topic with what we were discussing. It made it more relevant and very real (PJ, Mar, 4, 2010).

I connected to it right away because I think it fit really well to what we were talking about. (INTV, March 16, 2010).

During the presentation of the second case, Anna (See Appendix D), Dr. Grace began to navigate the classroom discourse to infuse the ESL issues presented in the case and literacy topic.

She stopped the review (of the case) and actually used the conversation to start teaching about running records-miscues...now she is discussing pragmatics-the cultural aspects of a miscue- this is the first time I am seeing Dr. Grace do this- now this becomes not only a teaching case, but a spring board to discuss literacy issues. She is showing a handout on the ELMO to compliment this conversation (OBN, Feb, 16, 2010).

Summary. The teaching cases in this study were selected and modified or written to: (1) align with the weekly literacy topics that were presented in the course syllabus (see Appendix B) and (2) feature diversity and ESL issues.

Case-based Discourse

The preservice teachers in this course read the teaching cases before class and summarized the case at the beginning of each class. The preservice teachers and the professor engaged in discussion and were introduced, used, and practiced discourses that are not only presented in this case, but used in the education profession.

Preservice teachers in this course made connections to the students presented in the teaching cases. They connected their elementary schooling experiences to the ones the case illustrated. Dr. Grace said,

I heard one group talking about a spelling test. I heard them actually talk about negative things about spelling tests from them growing up and discussing it and I thought gosh- what a great literacy topic, a great literacy case. (INTV, Mar 16, 2010)

When I was walking around and listening to small groups, I heard one group say that happened to me, I was Juan. She was Swedish, that was her first language and I was placed in a lower reading level, I didn't remember that, so I think it evoked for some of them an emotion as it triggered an emotion as they felt empathy for the student or the teacher. (INTV, Feb 15, 2010)

The teaching cases were written with specific literacy and ESL issues for this course. However, teaching cases are multilayered and offer different perspectives (Shulman, 1992). During this semester, many different topics rose to the surface during the deconstruction of these teaching cases. Dr. Grace stated,

based discourse that took place during the class, the students and the professor wanted to know more about the student in the case and made connections to their personal lives.

Summary

The data sources that answered this question came from interviews with the professor, a professor's journal, observation notes, and a researcher reflective journal. By the end of the semester, Dr. Grace was pleased with how the teaching cases engaged her students and compared them to the scholarly articles that have been used in this course in semesters past. She believes scholarly articles have a purpose in teacher education but appreciated how the teaching case were aligned to the course content, motivated her students, and exposed them to a variety of issues that were presented in the teaching case.

The preservice teacher and the professor also made connections to the teaching cases. This was noted by Dr. Grace:

I think that using case studies is inherently interesting to people because there is a story attached to it. There is something about the structure of a story that personalize things and that hopefully students will care more about the situation as opposed to just reading abstract theory. (INTV, Jan 25, 2010)

Dr. Grace thought that the use of teaching cases was a successful means of teaching literacy and ESL concepts in her class and plans to use them in the future.

feel _____, because _____. I want you to _____. This exercise was designed for two purposes: (1) to offer insights into the preservice teachers' understanding of the experiences the person in the case might be undergoing by casting themselves into that person's lived experiences; and (2) to provide information about the perspectives and insights to the preservice teachers' understanding of the literacy and diversity issues presented in the case.

Lastly, the CDAI (Henry, 1991) was a questionnaire that was used to determine whether there was significant growth amongst preservice teachers in their cultural awareness from the beginning to the end of the spring semester (Appendix A).

Case-based Instruction

In this first section, case-

who expresses to Tim that he feels his classroom teacher does not think he is as smart as the other students. Tim wonders how he can help the teachers at his new school address the needs of his ESL students.

This case brings to the forefront issues such as expectations for ESL students, reverse discrimination, print rich environments, and communication. It was selected to be presented this way because it was aligned with the course topics for that week which included phonemic awareness, phonics, and alphabet tests.

Dr. Grace followed Noordhoff and Kleinfeld's (1993) research as a framework for her instructional delivery. I observed her follow this framework as a section of the non-participant observation notes was dedicated to following Dr. Grace's flow of instruction (See Appendix F). She began her case-based instruction by asking preservice teachers to summarize the case, then she had them discuss the issues in what she referred to as a fish bowl technique. She asked for 6-8 volun

the week's topic, the discussion of these other issues indeed led to those topics. The preservice teachers discussed Tim's position of an ESL aide, as an outsider to the teaching faculty. I noted, Still most of the students (preservice teachers) are talking about the teacher's aide's position, not getting to the ESL issues...although a few are starting to get beyond the surface (OBN, Feb 2, 2010). The preservice teachers saw his position as teacher's aide as a problem for discussing with the teachers the apparent issues going on in this school. Then one preservice teacher commented, Tim could step back and observe more and then in a nice way talk to the teacher- not in a pushy way, in a nice way. He could say how many universal symbols would be appropriate (OBN, Feb 2, 2010). Preservice teachers then began discussing more of the ESL issues presented in the case.

CRT Pedagogy. The conversation seemed to flow in the direction of whoever made the last comment. One of the major issues presented in the case was the theme of holding low expectations and reverse expectations for diverse students. Dr. Grace noted, I was surprised at how they didn't get at the low expectations theme- I had to prompt a bit after someone mentioned stereotyping (PJ, Feb 2, 2010). After prompting the preservice teachers, one preservice teacher said, I found it was strange the teacher would make a judgment about ESL students on the first day of school (OBN, Feb 2, 2010).

The preservice teachers then began to make connections. One preservice teacher connected the ESL student in this case with the Native American student presented in their pre-test.

They talked about honoring difference, multicultural clubs, and recognizing individuals and I think it brought to the surface the thought of how do we honor

I am Jose and I feel upset when you give me simpler problems than the rest of the class. I want you to treat me equally.

I am Jose and I feel insulted when my teacher does not challenge me academically because of my ethnicity. I want you to treat me with the same respect as the other students in my class.

Summary. The discourse that followed the presentation of the teaching case, Tim, influenced the responses in the postcard narratives. Dr. Grace commented that during the case discussion she had to prompt her preservice teachers to think about how there was a lower expectation for the ESL students in the teaching case. Once she brought these issues to the forefront a classroom dialogue began to focus on the two ESL students presented in the case. One student commented, Why grouping by heritage and not ability? (OBN, Feb 2, 2010). The preservice students then wrote their postcard narratives and all of the postcard narratives addressed how the ESL students were either being marginalized by not being treated equally to the other students or by not being challenged academically.

Case-based Instruction, Anna

On February 16, 2010 the second teaching case, Anna, was presented to the class (See Appendix D). Anna Cohen just graduated from college and is embarking on her teaching career as a second grade teacher. She is following the county protocol of assessing all of her students with a running record as a means to group them into their appropriate reading level groups. A Mexican American student named Juan continues to mispronounce the word chicken, with shicken and Anna follows the guidelines to mark that as a miscue. Anna feels conflicted about placing Juan in a lower reading group for

mispronouncing the word several times, as she knows that he understands the meaning of the word. She decides to consult the reading specialist, who advises her to follow county guidelines and place him in the lower group.

This teaching case highlights these literacy and diversity issues: pronunciation, accent, running records, assessments, and grouping. It was selected to be presented this week because according to the syllabus (See Appendix B) the topics for this week's discussion were running records, assessment, and learning stations.

Dr. Grace followed Noordhoff and Kleinfeld's (1993) research as a framework for her instructional delivery. She placed the preservice teachers into small groups with 3-5 people per group. She arranged the preservice teachers in groups by proximity to one another. She asked the preservice teachers to discuss what they would do if they were Anna and report their strategies. Finally, as a class they discussed all the pedagogical strategies and the consequences of those choices.

Culturally Responsive Literacy Pedagogy. It was during this case-based discussion that the literacy and cultural concept as one unit was unveiled to the preservice teachers. They discussed the student's cultural identity, the assessment guidelines, and how these guidelines can marginalize a student's success in the classroom.

We thought it was wrong the way he was getting tested, it could be cultural. The guidelines should be different. We are behind Anna that she should go down to the county office and complain. (OBN, Feb 16, 2010).

Why is only one assessment being used to determine the level of reading? It's only the beginning of the word. We would work on the beginning sounds, since that is what he is saying wrong. (OBN, Feb 16, 2010).

The preservice teachers' conversation continued deconstructing the multiple layers this case has to offer. Under the guidance of their professor the different groups began to discuss the different pedagogical strategies to handle the issues in the teaching case.

the closed door effect. What she alluded to her preservice teachers, is you listen to the policy, and then you act in the best interest of your students behind the closed door of your classroom (OBN, Feb 16, 2010).

Postcard Narratives, Anna

Following the case-based discussion, the preservice teachers responded to this case by taking on the identity of the Mexican American student in the teaching case.

Summary.

principal to discuss the importance of supporting the current research that will develop literacy for all her students.

This case was modified to showcase these issues: guided reading, reading-writing connection, and differentiating instruction for all learners. This case was chosen to be presented this week because it aligned with the weekly topics of reading- writing connection and spelling (See Appendix B).

For the last two teaching cases, the preservice students were to list three to five issues they felt were illustrated in the case before they came to class. As in past weeks, Dr. Grace had her students read the case before class, but this time she asked them to write a letter to the principal discussing the issues. I noted in my researcher reflective journal that the time spent on the teaching case was a lot shorter than in past two case-based classes. I noted,

They put a lot of thought into that (their letters). Their letters were well constructed- but it limited their conversation, because they were just reading their thoughts. At the end of the class they found common themes, but I think that perhaps the sociocultural climate that co-constructs knowledge together was altered because they already had processed their information (RRJ, Feb 23, 2010).

Dr. Grace followed Noordhoff and Kleinfeld's (1993) research as a framework for her instructional delivery. The class summarized the teaching case and discussed the issues presented. Then, she asked her students to form groups of four, according to the preservice teachers' proximity to one another. The preservice students were then asked to read their letter to their group, she also noted that if they were uncomfortable reading aloud, they could pass their letter to their group members to read. As they took turns

reading, I heard several groups commenting on the commonalities in their letters (OBN, FEB 23, 2010).

Case-based Discourse. From the beginning of the class, the preservice teachers were focused on their letter to the principal. The students' discourse began to focus on

letters in the case. One of the topics that every group discussed was the spelling tests; the preservice teachers made a personal connection with this literacy topic.

Now they are talking about how much they hated spelling tests when they were young. And I know hear another group discussing the lack of worth of a spelling test (OBN, Feb 23, 2010).

I (Dr. Grace) heard one group talking about a spelling test. I heard them actually talk about the negative things about spelling tests from growing up and discussing it and I thought gosh- what a great literacy topic, a great literacy case (INTV, Feb 23, 2010).

Postcard Narratives, Andrea

Following the case-based discussion, the preservice teachers responded to this case by taking on the identity of the teacher, Andrea in the teaching case. They followed this prompt: I am ____Andrea_____, I feel _____, because _____. I want you to _____. The terms immutable and chance were chosen to illustrate the overarching themes.

Immutable. The term immutable was chosen because of the principal's resistance to the change in pedagogy and instructional delivery that Andrea adopted after receiving her master's degree. Twelve of the 20 postcards described Andrea as wanting to be trusted as a professional.

I am Andrea Perkins and I feel that the students will learn more effectively when the students can learn in a contextualized way. I want you to let me try this method and prove this way can be better.

I am Andrea and I feel frustrated when you tell me how to teach my students effectively. I want you to trust my skills and let me prove my ability to teach.

Chance. The term chance was selected because eight of the twenty postcards had the word chance written on them.

I am Andrea and I feel angry when you don't let me teach my students the way I want to. I want you to give me a chance.

I am Andrea and I feel discouraged when I know that different methods of instruction may help students, but they are not allowed or put into use. I want you to give me and my new program a chance.

Summary. The preservice teachers were on-task and engaged in reading and listening to their letters during small group work. The students talked about the literacy issues presented in the case. They also focused on the principal's resistance to adopting new teaching practices. According to my observation notes, Another group says that they agreed to ask the principal to watch me while I do it (new teaching practices), and if my theory doesn't work, I will go back. They agreed that they should ask the principal to give them a chance to show how their ideas can work (OBN, Feb 23, 2010). These ideas and thoughts were emulated in the postcard narratives postcards where the preservice teachers wrote about feeling unprofessionalized by the principal and wanting a chance to put new practices into place.

Case-based Instruction, Elena

On March 16, 2010 the preservice students enrolled in RED 3309 experienced their last case-based instruction class with the case entitled, Elena (See Appendix D). Elena is a first grade teacher who has five years experience. Elena uses a thematic-based

person Elena, and the other two people were to represent Elena's teammates.

Postcard Narratives, Elena. Due to the amount of time discussing the teaching case, the class time ended before Dr. Grace had engaged her students in writing the postcard narratives.

Cross- Case Analysis

To gain a deeper understanding of case-based instruction, I wanted to explore the themes that emerged across the different cases (Miles & Huberman, 1994). While these teaching cases were specifically written to focus on literacy and diversity issues that were presented in the teaching cases, several other issues rose to the surface during the case-based discussions. Merseth (1994) states that teaching cases are multi-dimensional and offer the reader many layers to be unfolded. During an interview with Dr. Grace, I stated that I was finding that during the case-based instruction many issues were being raised by the preservice teachers that I never even considered when I read the case. She responded, To me, that strengthens the case study. It's open ended and it's up to the teacher how to interpret it, or even if they don't want to spend so much time on it. I think that is good. (INTV, Feb 23, 2010). After the four case-based instruction sessions were individually analyzed, three themes emerged across the case-based instruction sessions: dispositions, a solutions-orientation, and attachment.

Dispositions. It was during the case of Anna that the subject of dispositions was first brought up. One group of preservice teachers really focused on wanting to change the county guidelines. They stated, The guidelines should be different. We are behind Anna (the teacher in the case) that she should go down to the county office and complain. (OBN, FEB 16, 2010). Dr. Grace talks to the students about finding mentors to discuss these problems with, how to talk to the specialist in the case, and also brings up

Two weeks later, during the teaching case discussion of Anna, Dr. Grace also commented on the students trying to find solutions.

She (Dr. Grace) is also now talking about how there is not a right answer to these situations. The preservice teachers want to know what to do here, they want solutions (OBN, Feb 15, 2010).

During an interview with Dr. Grace I stated, "...it's all very black and white, they want to fix a problem. They don't see that these are things you don't really fix but they are things that evolve and happen and also they see teachers in black and white. Dr. Grace responded with, That is interesting because in education there are shades of gray... especially in this case with the running records (INTV, Feb 15, 2010).

Attachment. The preservice teachers asked questions that showed they were concerned about the people represented in the teaching cases after the first case (Tim) was presented. The first question that was asked during this class was, What happened to Tim? (OBN, Feb 2, 2010). During the teaching case of Anna, several of the preservice teachers seem to be invested in the student in the case, Juan. Dr. Grace commented, I think they could relate to Anna. I think they felt she wasn't in a position of power and that spoke to them. And I think they had empathy for Juan (INTV, Feb 15, 2010). In my researcher reflective journal I noted,

The students are starting to filter out and 2 of them have just stopped me to discuss the case. One just to ask me how the student in the case turned out. She commented, I wonder if he turned out okay. These preservice students are becoming invested in these stories (RRJ, Feb 15, 2010).

During the case based instruction of Andrea, the preservice teachers discussed the topic of spelling test. I noted, Now they are talking about how much they hated spelling tests when they were young (Feb, 23, 2010). During an interview with Dr. Grace she commented that several students made connections with themselves during the teaching case, Andrea. Dr. Grace stated, I was listening in, and some of them were talking about their experiences growing up...So this is what they know, and then they are able to make connections with it (INTV, Feb 23, 2010).

Dr. Grace also commented after the teaching case Elena, It was interesting to me, how they were building upon their prior experiences with administrators (INTV, March 16, 2010).

Cross-case analysis summary. During the spring 2010 semester, four teaching cases were presented and discussed. Three themes emerged across the four case-based discussions: (1) the preservice teachers and the professor discussed dispositions; (2) some of the preservice teachers tried to find solutions to the issues that were presented in the cases; and (3) some of the preservice teachers showed an emotional attachment to the people presented in the teaching case.

Summary

Four teaching cases were used over the spring semester of RED 3309 at South Pacific College. During the case-based classes the professor, Dr. Grace had the students read the teaching cases before class and respond to them in some format before attending class. During each of these classes, she followed Noordhoff and Kleinfeld's (1993)

research as a framework for her instructional delivery. She then chose a different type of discussion format for each case.

Data was collected and triangulated from the following sources and coded with the abbreviations found in the parentheses: (a) interviews with the professor (INTV) , (b) the professor's kept journal (PJ), (c) researcher reflective journal (RRJ), (d) observation notes for each day's case-based instruction (OBN), (e) postcard narratives written from the student participants (NARRATIVES).

Pre and Post erETBT(ost)-7(erETBT(ost)-7(er2 9w-(e)43t p1 27.

pedagogical ways they would handle those issues. They wrote their responses without engaging in the case-based instruction or discussion. The preservice students submitted their papers in an envelope handed to me. On April 13, 2010 I followed the same procedures for the post data collection.

The teaching case *Janice* (See Appendix B) is about a teacher, Janice Smith, who has enjoyed teaching for the last ten years in North Carolina. Her school was located in a

After reading this poem, Janice tries to understand why this particular student doesn't like school.

From the twenty preservice teachers in the class, fourteen pre and post papers were correlated and analyzed. Six papers were unable to be matched by code; one pretest did not have a matching posttest and 5 pretests were not placed in the envelope, leaving five posttests without a matching pretest for comparative analysis.

List of Issues. After reading the teaching case, the preservice students were asked to identify all the different issues in the case and then asked what pedagogical strategies they would choose to use when handling those issues. For example, on the pre and post test, question number 1 asks, What are all the different issues in this case? One student identified The teacher is unaware of the local heritage and doesn't understand what is going on. Another student wrote, Different culture from what Janice is used to. I coded these responses as different culture. Of the fourteen papers correlated, twelve of the participants identified more issues on the post test than on their pretest (See Table 3). One participant's score stayed the same, and the other student identified one less issue.

that data from the posttest brought to the forefront three new cultural issues presented in the teaching case that further illustrated a deeper development of a culturally responsive literacy pedagogy.

Pedagogical Strategies to Handle the Issues. After listing all the issues that were present in the teaching case, the preservice teachers were instructed to write down a pedagogical strategy(ies) they would use to handle those issues, and discuss their choice by answering the prompt: What would you do and why?

On the pretest, most of the preservice teachers believed that talking to the student and studying the culture would be the best ways to handle the issues in the case.

I would sit down with the child and discuss the problems they have with school and try to help them.

I would take a step back and try to understand the local culture, customs, and heritage.

On the posttest, the preservice teachers identified many more pedagogical strategies. They identified a total of 32 strategies, compared to 17 strategies identified on the pretest. In addition to talking to the students they mentioned talking to their parents. Possibly understanding more fully the importance of culture in this teaching case, more preservice teachers also discussed the teacher studying the local culture and the students studying their culture. Two new pedagogical strategies emerged on the post test--the teacher teaching differently, and finding mentors and support groups for students and teachers at this school.

I would first compliment the child's ability to write such a beautiful, expressive poem. Then I would ask her why she feels like school is irrelevant for her and if there was a way that I could help her feel more comfortable. I would also try to include activities that better relate to the students' lives.

I would research and find out as much information about my students culture as possible. If I had questions, I would call and visit parents.

I would change my lesson plans to include the students' unique backgrounds. I would want them to share parts of their culture with me. I would go to the reservation and write a poem about it.

In summary, the preservice teachers enrolled in this course read the same teaching case on the first day and last day of this study. In their responses to the pre and post teaching cases, the preservice teachers were able to recognize more cultural and literacy issues on the post-test, than on the pretest. The preservice teachers also demonstrated the ability to identify more pedagogical strategies to handle these issues on the post-test.

Quantitative Data, Cultural Diversity Awareness Inventory (Henry, 1991)

Cultural Diversity Awareness Inventory (CDAI; Henry, 1991) provided the quantitative data for this study. This Likert scale was used as a pre- and post-study measure to explore preservice teachers' growth in their cultural diversity awareness during the 2010 Spring semester.

Prior to using this instrument with the preservice teachers in this study a cognitive interview was conducted to focus on the cognitive process that potential participants

would use when answering this inventory (Willis, 1991). This technique was employed to evaluate questions that could be potential sources of response error on this survey. Two volunteers with similar characteristics to the projected population for this study were recruited for this interview. One volunteer was a 21-year-old White woman who has earned an Associates of Arts degree, and the other volunteer was a 20-year-old White woman who was enrolled in an elementary education program. During this trial administration, I followed Willis' (1991) verbal protocol by: (1) reading the statement aloud verbatim, (2) asking for the volunteer's response, and (3) following up with a comprehension question. Both of these volunteers were interviewed separately on different days. Volunteer one found five questions confusing and volunteer two found four statements confusing. Both volunteers found the same four statements confusing and therefore I decided that two volunteers were an adequate number for the cognitive interview. Although there are 28 statements on the original CDAI, because four statements were confusing to both the volunteers, they were eliminated for the purpose of this study.

The 24 statements used for this study have a Likert-style response scale that ranges from strongly agree to strongly disagree. Each response has been coded with a weight value to quantify the data and determine a CDAI (Henry, 1991) score.

they *strongly agree* received 5 points, *agree* received 4 points, *neutral* received 3 points, *disagree* received 2 points, and *strongly disagree* received 1 point. Conversely, negatively worded statements received points on the opposite end of the spectrum (Crocker & Algina, 1986). For example, I believe that in a society with as many racial groups as the U.S.A., I would accept the use of ethnic jokes or phrases by some children. A person who indicated they *strongly agree* received 1 point, *agree* received 2 points, *neutral* received 3 points, *disagree* received 4 points, and *strongly disagree* received 5 points. A higher a composite score indicated the preservice teacher has a higher cultural awareness as indicated by CDAI.

A dependent means t-test was used to analyze the pre- and post-test composite scores to determine if there were significant changes in the preservice teachers' cultural awareness during the spring semester ($\alpha=.05$). The composite scores from CDAI were analyzed using the SAS statistical software to see if each preservice teacher's score changed at the $\alpha=.05$ level in their cultural awareness during the spring semester.

Pre and Post Test. The Cultural Awareness Inventory was administered as a pretest on January 26, 2010 and as a post test on April 13, 2010 to 20 preservice teachers. Each participant was advised that their participation was voluntary and confidential. The preservice teachers used a confidential code to enable the pre and post test to be matched for the purpose of the statistical measure of a dependent means t-test.

Nineteen of the twenty participants' composite scores were used in the data analysis. One participant's score was not used for analysis because she/he did not submit the post test to me. In addition, one participant did not answer one question on their post

- The assumption of normality was met; skewness and kurtosis of the difference variable were examined and b

settings. The results of the CDAI (Henry, 1991) could also be based on their experiences from this field based experience or the process of maturation during the Spring semester. Finally, a limitation to this study is that there is not a control group. All the participants in this experiment received the same treatment of exposure to teaching cases.

Based on the results of the CDAI (Henry, 1991) during the spring semester of RED 3309, a significant difference has been found between the pre and posttest of 19 participants' scores.

Summary

Teaching cases that were used in this study were selected based on their content, alignment to the course's weekly topics, the appropriate use of language for preservice teachers, authenticity of problems presented in the teaching case, and the multiple literacy and multicultural layers that can be deconstructed from the case (See Appendix C). Interviews with the professor, a researcher reflective journal, and a professor kept journal were used to unfold a professor's perceptions about the use of teaching cases as a vehicle to teaching a cultural responsive literacy pedagogy.

Interviews with the professor, a professor's journal, a researcher reflective journal, a pre and post teaching case, nonparticipant observation notes, preservice teacher written postcard narratives, and the results from the CDAI (Henry, 1991) demonstrated that teaching cases can be used to influence preservice teacher's perceptions and insights related to developing a culturally responsive literacy pedagogy.

CHAPTER V

Those responsible for preparing them (preservice teachers) must first articulate a vision of teaching and learning in a diverse society (Villegas & Lucas; 2002, p.30)

This chapter begins with a brief background and summary of the purpose of this study. I then proceed with my interpretations of the findings, implications of these findings, and finally recommendations for future research. Although the findings of this study cannot be generalized to all populations, there are implications and methodological discoveries that pertain to developing culturally responsive literacy pedagogy in preservice teachers.

This study was conducted to examine the use of teaching cases that incorporate diversity and literacy issues and their resultant effects on preservice teachers. Both quantitative and qualitative data support the use of teaching cases as a vehicle to developing culturally responsive literacy pedagogy in preservice teachers.

Background/ Summary

The results of the U. S Census provide evidence that our population is becoming more diverse and that diversity is most salient in our schools. This demographic shift has had, and will continue to have, a significant impact on the curriculum, students, teachers, and every other aspect of schooling as we have historically known it. While our

population is becoming more diverse every year, our teacher population is not. Eighty to ninety percent of the teaching population is white (Lowenstein, 2009; Sleeter, 2001). The census extrapolations project that by 2010, 95% of classroom teachers will be White, middle-class females who have little interaction with people from diverse backgrounds (Haberman, 1991).

Purpose of the Study

As a teacher educator and researcher, I wanted to explore the use of a methodology to prepare preservice teachers for working in a global society. Therefore, this study was developed around the hypothesis that teaching cases could be used in a literacy classroom to foster a culturally responsive pedagogy in preservice teachers. The purpose of this study was twofold. The first purpose of this study was to describe the perceptions of a professor who facilitated case based instruction. The second purpose was to understand the lived experiences of preservice teachers in a literacy course that incorporated teaching cases featuring diversity and literacy issues as a methodology

Research Questions

The research questions for this study are:

1. What are a professor's perceptions of the use of teaching cases as a vehicle for teaching culturally responsive literacy pedagogy?
2. How do teaching cases and case-based instruction featuring diversity and literacy issues influence preservice teacher's perceptions and insights related to culturally responsive teaching practices in literacy?

The Study

This study was conducted at South Pacific College (SPC) during one semester of a literacy course. All of the preservice teachers enrolled in this course (n=20) and the professor volunteered to participate in this study. This study employed a mixed method design using both qualitative and quantitative data to understand the lived experiences of the professor and preservice teachers. Interviews, observations, preservice teacher constructed postcard narratives, a professor's journal, a researcher reflective journal, and pre- and post -responses to these teaching cases were used as qualitative data sources for this study. In addition, the Cultural Diversity Awareness Inventory (CDAI; Henry, 1991) was used as the quantitative data source to analyze changes in preservice teachers' self-perceptions over the course of the semester (see Appendix A).

A grounded theory systematic approach was used to analyze the qualitative research data. The analysis was strengthened by using multiple data sources, methods, and theoretical perspectives to triangulate the data (Patton, 2002). The software program *Atas.ti* was used for collation, categorization, and organization of the qualitative data. To minimize researcher bias, I established an audit trail to verify the rigor and maximize the accuracy of the final report.

Interpretation of the Findings

I began the analysis by reading the data multiple times and analyzing it through a grounded theory systematic approach of (a) open coding, (b) axial coding, and (c) selective coding (Strauss & Corbin, 1988). This data analysis revealed (1) an impact on the professor who used them during one semester of a literacy course and (2) that case-

based instruction and teaching cases that featured diversity and literacy issues appeared to



Figure 3: Theoretical Frame and Findings Influencing the Classroom Context. A model depicting findings and the theoretical frame of this study where teaching cases and postcard narratives were embedded into a literacy course.

These factors (see Figure 3) influenced how the professor and the preservice teachers engaged in the case-based discourse as individuals and as a group while discussing the teaching case. The professor used the cases to discuss specific literacy

The Researcher. This study was designed specifically to explore if teaching cases that featured diversity and literacy issues would influence preservice teachers' perceptions and insights related to culturally responsive teaching practices. As a researcher, a college instructor, and an elementary school educator, I am personally invested in teacher education; I have been transparent about my interest in the development of culturally responsive teaching pedagogies to prepare teacher educators to instruct students who are culturally, ethnically and linguistically different from themselves (Lee, Summers, Garza, 2009). It was during the teaching case of Andrea that my perspectives and biases influenced the professor of this course. The preservice teachers were engaged in the literacy topics that were presented in that case; however neither the ESL student nor the diversity issues were discussed that day. During the interview I asked Dr. Grace why she felt the ESL issues were not present in the discussion. Dr. Grace stated

That is interesting; I think it went directly to that (literacy issues) instead of the ESL part. Maybe it is something that we revisit. I wouldn't have thought of that unless you mentioned it.

It was during the next session that I realized the influence that conversation had on Dr. Grace's teaching. In groups of three to four, the preservice teachers were discussing the teaching case when Dr. Grace's first question was, Did anyone mention Layla? Two groups raised their hands and they began to discuss the diversity issues presented in the teaching case (OBN, March 16, 2010). I also noted, Dr. Grace guided them--she brought up Layla, the student in the case, to keep them focused on ESL issue. (RRJ, March 16, 2010). I have added another dimension to the classroom environment

model (Figure B), to represent the Zone of Proximal Development (ZPD) that took place between myself and the professor. By scaffolding her during the interview with a probing question about the classroom discourse, I believe it affected how she approached the next case-based discussion with her preservice teachers.

The Professor. Under the guidance of a professor, teaching cases help preservice teachers, think like a teacher (Shulman, 1992). Like a captain of a boat, the professor navigated the course of conversation. During the case-based discussion, the professor's personal history, culture, bias and perspectives guided the inquiry with her preservice teachers.

Dr. Grace's first professor journal entry mentioned the use of Vygotsky's (1986) ZPD: I was surprised at how they didn't get at the low expectations theme - I had to prompt a bit after someone mentioned stereotyping (Prof Journal, Feb 2, 2010). Throughout the next two cases, Dr. Grace continued to guide their conversations and keep them focused on different issues.

Dr. Grace has an undergraduate degree in English and during the fourth case she explained her deepened connection to the case. During her interview I asked her to reflect on the case-based discussion that had taken place approximately an hour before the interview. She commented, I thought it was fabulous. Maybe I have a bias, because it's how I like to teach so I can see a thousand good things about what I can see how it relates to writing instruction (INTV, March 16, 2010).

One of the greatest strengths of teaching cases is the many ways they can be interpreted. While these teaching cases were constructed to feature diversity and literacy

issues, many other issues that teachers face in the classroom were brought into the discussion during the case-based discourse. One of the many strengths that teaching cases bring to the classroom is a fluidity to the discussion of other issues that teachers face. It is

issues, but additionally, many of their answers on the post test illustrated a deeper

I really like it; I think the students are motivated. I noticed in my other class that the students started talking about the case study before class. This was spontaneous and rarely do they talk about content before class unless it is like, Did I take the quiz.... It was about wow, I can't wait to talk about this case study because I have something to say. It was really neat. It was a first where I had students that excited (INTV, Feb 15, 2010).

In this study, the motivation on the part of preservice teachers' appeared to not only (1) keep them on task, but also (2) actively engaged them in case-based discourse. The preservice teachers explored pedagogical strategies for handling issues presented in the case while engaging in case-based discourse. Through their conversation, understandings developed about the literacy and diversity issues through shared problem solving. The preservice teachers posed questions and analyzed the sociopolitical and economic realities that shaped the many facets and people in the school environment (Leiyntna, 2007). Dr. Grace stated, It seems like we are able to get at things at a little more depth.. (INTV, Feb 2, 2010). The preservice teachers developed as a community of learners where they co-constructed knowledge as they dissected the many layers of the teaching case (John-Steiner and Mahn, 1996; Lave & Wenger; 1991).

Methodological dissemination. At the beginning of the study, Dr. Grace and I met to discuss how she would implement teaching cases into her classroom. I showed her the observation tool I would be using to follow the flow of conversation, and discussed using a framework that emulated Norrdhoff and Kleinfeld's (1993) research for her instructional delivery. The framework followed sequential procedures for the delivery of the teaching case. When the class began, the professor and preservice teachers (1)

perhaps the sociocultural climate that co-constructs knowledge together was altered because they already had processed their information (RRJ, Feb 23, 2010).

During the final case, Elena, Dr. Grace again required a different way for the preservice teachers to demonstrate accountability for reading the teaching case. This time, she asked the preservice teachers to write a 25 word summary of the case. The classroom conversation took more time than in all the previous session.

Except for the third meeting, I observed the class actively deconstructing the case. I observed the preservice teachers sharing, creating, and recreating knowledge together (Lave & Wenger; 2002; John-Steiner and Mahn, 1996).

Several studies in the literature indicated similar findings that case based instruction fostered an environment where students were able to increase their understanding of issues raised in elementary school classrooms (Kleinfeld, 1998; Sudzina; 1993). Sudzina (1993) found that teaching cases fostered a high level of motivation that led to personal involvement of all 39 preservice teacher participants.

Postcard Narratives

Banks (2006) states that due to the increasing diversity in the United States, effective teachers must become reflective in their practice towards diversity. The preservice teachers in this study wrote postcard narratives directly following the case-based discussion. During the written response, they assumed the identity of a person presented in the case. For the first two cases, they were asked to embody the role of the student character in their writing. During the third teaching case, the preservice teachers envisioned themselves as the teacher in the case. They responded specifically to this writing prompt on a 4 x 6 notecard: I am _____, I feel _____, because _____. I want you to _____.

The preservice teachers took on the position of these characters and experimented with being another person (Wiseman, 1978) and live through their experiences. One argument of using an empathetic identity, is you can truly only be yourself. Wiseman (1978) argues that this is an experiment and if we can see ourselves as someone, then we can see ourselves as someone else.

For the postcard narratives, the preservice teachers immersed themselves in their character and took on reactionary feelings to the issues presented in the teaching case. This encouraged them to develop traits of a culturally responsive literacy pedagogy . The responses on the post cards demonstrated the preservice teachers developing traits of a culturally responsive pedagogy by: (1) demanding an affirming attitude for students of diverse backgrounds, (2) becoming an agent of change for all students, and (3) eliciting a constructivist view of learning for students. These data exemplify these points

I am Jose and I feel stupid, low and different when the teacher gives me problems that are much easier. I want you to give me problems that challenge me so I can learn more. I want to be like everyone else.

I am Juan and I am nervous and feel like a failure when my grade/reading group depends on one assessment. I want you to test me using various assessments.

I am Andrea and I feel discouraged when I know that different methods of instruction may help students, but they are not allowed or put into use. I want you to give me and my new program a chance.

In the research base on teaching cases that featured diversity issues, five studies were found (Lee, Summers, & Garza, 2009; Kleinfeld, 1998; Dana & Floyd 1993; Sudzina, 1993; Kleinfeld, 1991). Similar to my research, all of these research studies required the participants in these teacher education classes to respond to the teaching cases with a writing task. Unlike those studies, the preservice teachers in this study used an empathetic identity to view a character in the teaching case. Teaching cases allow the reader to consider other perspectives; using an empathetic identity allows the reader to own that persons' situation.

The postcard activity encouraged the preservice teachers to identify with the character in the teaching case by using an empathetic lens. In their postcards responses preservice teachers used a culturally responsive literacy pedagogy while responding to specific literacy and diversity issues that were present in the case.

For this study, several books *Cases in Literacy: An Agenda for Discussion*, *Cases Studies in Suicide: Experiences of Mental Health Professionals*, and *Case Stories for Elementary Methods: Meeting the INTASC Standards* were reviewed. These books were written for specific topics. Similar to these books, four other studies in the literature discuss the importance of content contained in the teaching cases. (Kleinfeld, 1998; Dana & Floyd 1993; Sudzina, 1993; Kleinfeld, 1998), however no empirical research was found which discussed writing and aligning teaching cases to match course objectives and content.

Dr. Grace voiced that the teaching cases were successful in her classroom because they were aligned to the weekly discussion. Merseeth (1996) states, Skillful teachers do not operate from a set of principles or theories, but rather build, through experience on contextualized situations, multiple strategies for practice (724). Each one of the cases in the current inquiry featured one or more diversity issues, and was meant to bring these issues into the class discussion. A culturally responsive literacy pedagogy is developed by integrating preservice teacher's knowledge about diversity into the content areas (Banks, 2006; 2002). By allowing the time to discuss these issues in the case, the preservice teachers and professor can examine the many perspectives and biases of everyone in the case-based discussion.

Conclusions

Three major conclusions have been drawn from this study. First, the implementation of teaching cases that feature diversity and literacy issues made an impact on the professor of this educational literacy course. This conclusion was drawn

from interviews with the professor, a researcher reflective journal, observation notes, and a professor kept journal. Dr. Grace found that use of teaching cases to motivated her students, foster a deeper discussion of the weekly topics, and created more transfer power of important topics to the classroom discussion than reading scholarly articles.

Secondly, teaching cases that feature diversity and literacy issues did influence many of the preservice teachers' insights and perceptions related to a culturally responsive pedagogy. This conclusion is based on the statically significant results of the

Implications

As our society changes, so must our teacher education practices (Lee, Summers, Garza, 2009, p.1). Cultivating experiences that will allow preservice teachers to not only learn about other cultures, but embrace cultural differences and use them as a way to teach students is a necessary component of developing a culturally responsive pedagogy. In this study, evidence was provided that teaching cases and postcard narratives were an authentic methodology for developing a culturally responsive literacy pedagogy for the preservice teachers and professor of this course. Through the case-based discussion, the participants discussed ways to empower themselves to become agents of changes for their students. In this section I will discuss three responsibilities of teacher education:

1. Teacher education needs to be careful not to view preservice teachers as deficient in culture and experiences.
2. Teacher education needs to incorporate teaching cases into its required curriculum in order to foster culturally responsive literacy pedagogy in both preservice teachers and professors.
3. Teacher education has a responsibility to the well-being of preservice teachers when purposefully creating emotional experiences.

My first recommendation is for teacher education to be careful not to view their preservice teachers as deficient in culture and experiences. Preservice teachers and

the preservice teachers' culture, personal history, past course experiences and past field experiences (see figure B) did appear to contribute and enrich the case-based discourse. Therefore, teacher education must be careful not to view their preservice teachers as a group of students void of valuable experiences and culture (Lowenstein, 2009). Teacher education must also be careful not to teach the same stereotypes we want our preservice teachers to avoid when learning and thinking about culture, race, and ethnicity. Howe and Berv (2000) state that using a constructivist learning theory as a lens, preservice teacher education should take as its starting points the knowledge and interest the preservice teachers bring to the classroom, and then design meaningful experiences that assist them in constructing understanding.

My second recommendation is for teaching education to incorporate teaching cases into its required curriculum in order to foster culturally responsive literacy teaching practices in both preservice teachers and professors. Teacher education has a responsibility to prepare preservice teachers to teach in a global society. Preservice teachers and professors of higher education come from similar populations where many are from middle class homes and are white, heterosexual women (Lowenstein, 2009). Teaching cases that feature diversity and literacy issues should be used to develop culturally responsive pedagogies for the preservice teachers and professors of the course. Case-based discussions offer participants the opportunity to depict the diversity and literacy issues represented in the case within a sociocultural context. The professor and preservice teachers can then draw upon their shared knowledge of theoretical, cultural, cognitive, and experiential knowledge of teaching children (Nordoff & Kleinfeld, 1992; Kleinfeld, 1998).

Futhermore, the teaching cases that are used should be aligned to the course content and carefully modified or constructed to fit the course's objectives, encouraging preservice teachers to make connections between theory and strategies. Teaching cases were found to be an effective methodology for teaching course objectives in this study. Thus, two recommendations are being made: (1) A lesson plan to guide the use of teaching cases within the education class should be considered to ensure that the key objectives of the instruction are discussed, while allowing time for the evocative nature of other issues that arise during discussion. (2) The delivery of the teaching cases should be tailored to the professor's goals and course objectives. For example, if the goal is to create a rich discussion where students work together sharing, creating and recreating knowledge (Nasir & Hand, 2006) then this study found an interactive, sociocultural approach to be highly effective. If the goal is to assess preservice teachers' knowledge or engage them in a self-refl

students presented in the teaching case and even asked about them as if they were real people. Teacher education has a responsibility to our preservice teachers to bring closure to these emotions. This was evident when one preservice teacher approached me after class to ask about the young Mexican American boy portrayed in the teaching case, I wonder if he turned out okay? (RRJ, Feb 16, 2010). Bringing closure to these emotional experiences will insure these cathartic exercises to become effective instructional practices (Ellis, 1995). One suggestion would be for the professor to cultivate a discussion during the closure to the case-based discourse that reveals the characters of the teaching case as fictional. However, a discussion should also be fostered about the larger population that the character represents and the advocacy that was discussed during the case-based discourse. Further investigation in the field of psychology would strengthen our knowledge base for providing closure to the issues discussed in our preservice classes.

Recommendations for Future Research

Teaching cases have proven to be an effective methodology for developing a culturally responsive pedagogy with teachers and preservice teachers (Lee, Summers, Garza, 2009; Kleinfeld, 1998,1988; Dana and Floyd,1993; Sudzina, 1993).This study contributes to the small field of research that uses teaching cases in multicultural education. The results and conclusions are specific to the group (n=20) of preservice teachers who enrolled in this study ov8; DanvBDC BTnFTBT1cifid

longer periods of time. Other researchers may want to extend the inquiry in my study by exploring such topics as:

- Can writing teaching cases based on their practicum experiences assist preservice students construct meaning from their literacy and diversity experiences?
- At what point, and for how many semesters during a preservice student program of study, should teaching cases be implemented to be most effective?
- How can teacher educators scaffold preservice teachers' responses during case-based instruction to allow for them to discuss prior experiences while maintaining focus on cultural and literacy topics?
- Does the use of teaching cases in preservice teacher education transfer into classroom practice?

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APPENDICES

Appendix B: RED 3309 Syllabus

This syllabus, course calendar, and other attending documents are subject to change during the semester in the event of extenuating circumstances.

I. COURSE DESCRIPTION

This course is designed to increase understanding of early literacy development and the conditions which promote total literacy from birth through lower elementary grades. Language theory and current research are used to shape informed practices regarding literacy development. Connections are made among all aspects of literacy learning: reading, writing, listening, speaking and attitude development. The course explores and develops many related activities to foster a balanced, positive, constructive attitude towards literacy in young children. It includes a minimum of 15 clock hours of observation/teaching reading in educational setting(s). This course is writing intensive.

II. MAJOR LEARNING OUTCOMES:

1. The student will demonstrate an understanding of the concepts of the reading process.
2. The student will demonstrate an understanding of the relationship between oral language development and reading fluency.
3. The student will demonstrate an understanding of the stages of oral language, reading and writing development.
4. The student will demonstrate an understanding of the concepts associated with Balanced Literacy.
5. The student will demonstrate an understanding of how to teach reading.
6. The student will demonstrate an understanding of the importance of establishing a print-rich environment using various printed artifacts and texts.
7. The student will demonstrate an understanding of the importance of ongoing assessment to inform curriculum.
8. The student will demonstrate an understanding of various ways technology supports the acquisition of literacy skills in the lower elementary grades, K-2.

Course Objectives Stated in Performance Terms:

1. The student will demonstrate an understanding of the concepts of the reading process by:
 - a. explaining the impact of the alphabetic principle, phonological awareness, and phonics on reading development.
 - b. identifying characteristics of learning theories, cueing systems and models of the reading process that have shaped our teaching practices.
 - c. identifying factors that affect literacy acquisition and that impact children's language and literacy development, including factors specific to ESOL students and students with special needs.

Appendix B (continued)

- d. applying strategies to promote acquisition of word knowledge, reading fluency, and reading comprehension, including appropriate ESOL strategies.
- e. using strategies to build background knowledge and develop oral language.
- f. applying reading theories to actual instructional situations.
2. The student will demonstrate an understanding of the relationship between oral language development and reading fluency by:
- observing simulations and actual classroom instruction.
 - explaining the relationship between oral language and literacy development.
3. The student will demonstrate an understanding of the stages of oral language, reading and writing development by:
- creating conditions conducive to language acquisition, reading, and writing.

Appendix B (continued)

8. The student will demonstrate an understanding of various ways technology supports the acquisition of literacy skills in the lower elementary grades, K-2 by:
 - a. using technology as a resource for preparing lessons which support the development of early literacy and reading fluency.
 - b. designing a lesson/unit which enhances literacy development.
 - c. previewing and evaluating Internet resources and current reading software for reading instruction and assessment.

Criteria Performance Standard:

Upon successful completion of the course, the student will, with a minimum of 75% accuracy, demonstrate mastery of each of the above stated objectives through classroom measures developed by individual course instructors.

III. REQUIRED TEXTBOOK(S), RESOURCES AND MATERIALS

A. Required Textbooks

- Tompkins, G. E. (2007). *Literacy for the 21st century*. Upper Saddle River, NJ: Pearson Prentice Hall.

B. Supplemental Material On reserve:

- Clay, M. (2002). *An observation survey of early literacy achievement (Second Edition)*. Portsmouth, NH: Heinemann.

Recommended:

- Peregoy, S. F. & Boyle, O. F. (2001). *Reading, writing, & learning in ESL: A resource book for K-12 teachers* (3rd ed.). New York: Addison-Wesley Longman. (** Required text for ESOL & other courses).
- Fountas, I.C. and Pinnell, G. (1999). *Matching books to readers Using leveled books in guided reading K-3*. Portsmouth, NH: Heinemann

C. Technology

Web Based Readings (Required) are located on the ANGEL course supplement pages. It is a course requirement that you check this and the course email frequently. Some of your participation points will come from this. ANGEL: <http://angel.spcollege.edu>

D. Supplies

Discussed in class.

IV. COURSE REQUIREMENTS & EXPECTATIONS

A. School Based Hours Course Requirements

This course requires **10 hours** of observation /participation in reading for

Appendix B

Appendix B (continued)

B. Required Assignments

Point Value	Assignment	Due Date
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Appendix B continued

For courses with lesson planning:

Adapting or modifying a lesson plan from an existing source (i.e., the internet) does not mean copy and paste. It means that, if you use someone else's intellectual property for this purpose, you may read through the given source for ideas, but then rethink and rewrite the idea in your own words with your own modifications to meet the needs of the assignment. Anything adapted or used verbatim must be cited with credit given to the author(s). This includes specific citations on all supplementary materials (i.e., assignment sheets, graphic organizers, checklists) that are not originally your work. This applies to all COE lesson plans unless the instructor directly specifies otherwise.

All assignments must be done in Microsoft Word or Power Point. Assignments done in an incorrect format are subject the same conditions as late assignments.

Note: Instructor reserves the right to change the course calendar/assignments if necessary.

CALENDAR AND TOPICAL OUTLINE

<u>WEEK</u>	<u>TOPICAL COURSE CALENDAR</u>	<u>ASSIGNMENTS DUE</u>
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ONE

1/12 & 1/14

Appendix B (continued)

<p>THREE 1/26 & 1/28</p>	<p>Learning to Read Oral Language Development Concepts about Print</p>	<p>Read GT, Ch. 4 QUIZ #3 (online) PreCase/IRB/ CDAI</p>
<p>FOUR 2/2 & 2/4</p>	<p>Phonemic Awareness Phonics Alphabet Tests</p>	<p>Read GT, Ch. 5, pp. 142-167 QUIZ #4 (online) CONCEPTS ABOUT PRINT DUE Teaching Case- Tim</p>
<p>FIVE 2/9 & 2/11</p>	<p>Assessment Running Records</p>	<p>Read GT, Ch. 3 QUIZ #5 (online) YOPP-SINGER/ALPHABET ASSESSMENT DUE 2/11</p>
<p>SIX 2/16 & 2/18</p>	<p>Running Records Assessment continued Discuss learning centers/learning stations</p>	<p>Read Ch. 2, pp. 38-52 Teaching Case- Anna</p>

Appendix B (continued)

<p>SEVEN</p> <p>2/23 & 2/25</p>	<p>Spelling</p>	<p>Read GT, Ch. 5, 167-181</p> <p>QUIZ #6 (online)</p> <p>RUNNING RECORDS ASSESSMENT DUE 2/25</p> <p>Teaching Case- Andrea</p>
<p>EIGHT</p> <p>3/2 & 3/4</p>	<p>Learning Center Exploration</p> <p>Review for Midterm</p> <p>MIDTERM</p>	<p>LEARNING CENTER DUE 3/2</p> <p>MIDTERM IN-CLASS ON 3/4</p>
<p>NINE</p> <p>NO CLASS</p> <p>3/9 & 3/11</p>	<p><i>SPC SPRING BREAK</i></p>	
<p>TEN</p> <p>3/16 & 3/18</p>	<p>Writing</p> <p>ESOL and Struggling Readers</p>	<p>Read GT, Ch. 10, pp. 343-354 AND Ch. 2, pp. 52-65, AND Ch. Ch. 11, pp. 372 - 383</p> <p>QUIZ #7 (online)</p> <p>Teaching Case- Elena</p>
<p>ELEVEN</p> <p>3/23 & 3/25</p>	<p>Vocabulary</p>	<p>Read GT, Ch. 7</p> <p>QUIZ #8 (online)</p> <p>IN-CLASS VOCABULARY ACTIVITY DUE 3/25</p> <p>WRITING ASSESSMENT DUE 3/25</p>

Appendix B (continued)

TWELVE 3/30 & 4/1	Fluency	Read GT, Ch. 6 QUIZ #9 (online) IN-CLASS FLUENCY ACTIVITY DUE 4/1
THIRTEEN 4/6 & 4/8	Comprehension	Read GT, Ch. 8 AND Ch. 9 of Fountas & Pinnell (available on Angel) QUIZ #10 (online) IN-CLASS TEXT GRADIENT ACTIVITY ON 4/8
FOURTEEN 4/13 & 4/15	Comprehension continued Introduction to Lesson Planning	SBH JOURNAL DUE 4/15 MUST BE SUBMITTED ELECTRONICALLY in LIVETEXT. PostCase/ CDAI
FIFTEEN 4/20 & 4/22	In-Class Time for Lesson Planning	

SIXTEEN **Presentation of Lesson
Plans (ESOL Infused)**

4/27 & 4/29

Appendix B (continued)

V. SYLLABUS STATEMENTS COMMON TO ALL COE SYLLABI

- A. COE Syllabus Statements:
https://angel.spcollege.edu/AngelUploads/Files/larrea_miriam/SPC_Syllabus_Common_Statements_Master.htm
- B. SPC Syllabus Statements:
https://angel.spcollege.edu/AngelUploads/Files/larrea_miriam/Syllabus_Addendum.htm

Each student must read all topics within this syllabus related to the course (found in sections I-V) and the content of the syllabus statements common to all COE syllabi (found in the links under section VI). If the student needs clarification on any items in the syllabus or linked statements, he/she should contact the course instructor.

Critical Reading Assignments Templates and Rubrics

Students must submit for review, in Live Text and hard copies assignments and the critical tasks in reading. These assignments must be mastered in order to pass the class. If an assignment does not receive a grade of C or above, the instructor will work with the student to improve the understanding of the concept and performance of the assignment. The assignment must be corrected and resubmitted and cannot receive a grade higher than a C.

A. Assessment Portfolio

Construct an assessment portfolio with K-2 students. Include in the portfolio a Yopp-Singer phonemic awareness assessment, Concept of Print/ Letter Identification, Running Record, and Writing /Spelling Assessment. A one page analysis is written for each assessment noting the learners' backgrounds, strengths and areas of concern from the data, and plan of action for future instruction. The Yopp-Singer and Concepts of Print/Letter Identification assessments should be done with a kindergarten student. The Running record and Writing/Spelling Assessments should be done wi

Appendix D: Cases

Andrea

Andrea Perkins is a third-grade teacher and has been a teacher for several years. Recently she took a leave of absence to complete her master's degree. When she returned to her classroom last fall, she attempted to put into practice many informal, highly contextualized literacy assessments. At first, her administration was supportive. However, she started to hear that many parents were upset that she was not giving a weekly spelling test. When her principal approached her and asked her about the lack of a weekly spelling test she replied, I have abandoned the traditional Friday spelling test and instead I have my students practice words from the stories and essays that they write daily. I believe that this is a sound decision because the students use words from stories at their individual reading level. I based this decision on research and feel it best meets the literacy development of my students.

The principal felt that she had to put a stop to Andrea's approach to assessment and made it clear to Andrea that she should return to having all students read from a basal text, administer the end of the unit reading tests, and conduct weekly spelling tests from the basal materials. The principal wanted all the students, including all ESOL students, to engage in the same weekly activity. The principal even told Andrea that she would have to give up her integrated reading- writing-science sessions so that she would have time to get the students ready for the state writing test.

Appendix D (continued)

Andrea has almost given up on her dream of a classroom in which reading, writing instruction, and assessment are completed for authentic purposes and real audiences. She does not understand why the community and her principal cannot abandon out-dated practices and support her decisions. She decided to make an appointment with the principal to discuss the importance of supporting current research that will develop literacy for all of her students.

Appendix D (continued)

Juan is Mexican-American, born in the United States. He is a student in the ESOL program who has been in this school since Kindergarten and is considered to be a bright boy. When Juan read with his teacher, he kept mispronouncing the word chicken. Every time he read that word he pronounced it, shicken. According to the Brown County Running Record Assessments Guide his mispronunciation should be counted as a miscue. Anna could tell that Juan was getting nervous as she was marking his assessment paper. She also knew that the three miscues for this specific word would score him into a lower reading group although he knows the meaning of the word. Anna does not know how to handle this situation so she asks the reading coach for guidance.

Louise Waites, the reading coach replied to her question by stating, Anna, you need to mark them as miscues and put him in the lower group. This is stated in the county running record guidelines. Anna believes that this is an unjust requirement.

Elena

Elena Richards is a first grade teacher with five years experience. Elena enjoyed teaching until last year when new administrative guidelines required her to give up teaching her 90-minute language arts block to work with her students on reading as an isolated subject. In the past she taught language arts by integrating reading and writing.

Appendix D (continued)

Elena was upset. She knows that best practice is to teach reading and writing together and that research provides evidence of the strength in this process for early literacy development. It is also a documented best practice for ESL students.

The following week at the first grade team meeting Elena discussed how she felt and found that most of her teammates agreed with her. However, when she went to the administration to discuss the team meeting most of her colleagues did not want to join her. Elena, this is a wonderful school to work at. Why rock the boat? said her teammate and close friend, Miss Paige.

Her school's administration maintains that tests differentiate between reading and writing and the students will score higher in intermediate grades if the primary teachers concentrate solely on reading comprehension. The administration made the change in the instructional guidelines without consulting the classroom teachers and Elena believes she should present her position to the administration for reconsideration in the best interest of her students. She needs to prepare what she should say when she meets with them.

Modified from:

National Council of Teachers of English (1989). *Cases in Literacy: An agenda for discussion*. International Reading Association.

Appendix D (continued)

Janice

Janice Smith, a teacher with ten years experience, has just moved to Arizona from North Carolina. Her last school, where she taught for her entire career, was located in a white, middle class neighborhood. Janice is a teacher who enjoys her job and cares about her students' achievement. Recently her husband's job required them to move to Arizona. Janice was hired at Lakes Elementary and since she started she has felt like the students are not connecting with her. The student population is much different than her past experience, most of the students are from the nearby Apache Reservation, receive free or reduced lunch, and speak with a dialect very different from what she is accustomed to hearing in her North Carolina home.

There are three months left of school and Janice decides to motivate and excite her students with a poetry unit. She brought in poems about the ocean, transportation, clothes, and friendship. She also brought in silly poems. Janice began to feel frustrated when one of her students wrote this poem:

Have you ever hurt about baskets? I have, seeing my grandmother weaving for a long time.

Have you ever hurt about work? I have, because my father works too hard and he tells how he works.

Appendix D (continued)

Have you ever hurt about cattle? I have, because my grandfather has been working on the cattle for a long time.

Have you ever hurt about school? I have, because I learned a lot of words from school,

And they are not my words.

Janice is confused. Should she call this child's parents to find out why she doesn't like school?

Modified from:

National Council of Teachers of Engl

Appendix D (continued)

first day, he followed one Vietnamese student in the morning and one Cuban student in the afternoon. Both had been placed in mainstream classrooms taught only in English.

As Tim walked around he noticed that the school lacked universal symbols and photos of important places. He also saw that many of the classrooms were lacking resource books and did not provide a print rich environment.

He asked one of the students if he was enjoying his first day of school. The student, Jose replied, I think my teacher thinks I am not as smart as the others. He gave me problems that were much more simple than those he gave to the other students. Tim thanked Jose for his responses and promised to support him throughout the year.

Tim has wor

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Appendix F: Nonparticipant Observation Notes

Noordhoff and Kleinfield Framework (2003)	
1. Review Case	
2. Discuss range of issues	
3. Pedagogical Strategies and Consequences	

Preservice Teachers' Answers		
Pedagogy	Empowerment	Sociocultural Consciousness

Descriptive	Reflexive
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Appendix G: Point Value for Each Question on the CDAI (Henry, 1991)



Appendix G (continued)

ABOUT THE AUTHOR

AnnMarie Alberton

with an Emphasis in ESOL from Florida Atlantic University in 2000. Her research areas of interest included literacy studies, second language learners, development of a culturally responsive pedagogy, and teacher education.

AnnMarie lives in Palm Harbor, FL with her husband Scott, two children Matthew and Lance, and their dog, Sammy.